

ANNUAL REPORTS

OF THE

BOARD OF EDUCATION

AND

Superintendent of Public Instruction;

BEING THE

TWENTY-SECOND ANNUAL REPORT UPON THE COMMON  
SCHOOLS OF NEW-HAMPSHIRE.

JUNE, 1868.

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MANCHESTER:

JOHN B. CLARKE, STATE PRINTER.

1868.

BOARD OF EDUCATION

REPORT OF THE BOARD OF EDUCATION

FOR THE YEAR 1900-1901

1901

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# REPORT OF THE BOARD OF EDUCATION.

To the Legislature of New-Hampshire.

The Board of Education would respectfully submit to the Legislature the Report of the Superintendent of Public Instruction, which is herewith submitted.

OFFICE OF THE SECRETARY OF STATE,  
Concord, N. H., June 16, 1868.

SIR,—By virtue of authority vested in me by chapter 5 of the General Statutes, I hereby authorize you to print ten hundred copies of the Reports of the Board of Education and Superintendent of Public Instruction, for the use of the State.

J. D. LYMAN,  
*Secretary of State.*

JOHN B. CLARKE, *State Printer.*

WALTER HARRIMAN,  
WILLIAM C. PATTEN,  
BENJAMIN J. ORR,  
ISAAC SPALDING,  
WILLIAM E. FOTHERLY,  
HARRIS J. BROWN,  
ANDREW WATNEY.

*Board of Education.*

Concord, June 1, 1868.



# REPORT OF THE BOARD OF EDUCATION.

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*To the Legislature of New-Hampshire.*

The Board of Education would call attention to the Report of the Superintendent of Public Instruction, which is herewith submitted; also, to the accompanying statistics, and abstracts of school committees' reports,—the whole comprising much valuable information concerning the common schools of New-Hampshire. We shall not here anticipate or repeat the views of the Superintendent; nor do we deem it necessary now to add materially to them. We rejoice in the indications of educational progress in our State, as manifested particularly in the establishment of a regular system of associated educational effort; in the growing desire and purpose to secure better instruction by providing means of normal training; in the increasing disposition to unite and consolidate districts, and to adopt gradation; and in recent liberal legislation increasing the amount of school money to be raised by taxation. We confidently trust that the course of popular education in New-Hampshire is to be steadily onward and upward.

WALTER HARRIMAN,  
WILLIAM C. PATTEN,  
BENJAMIN J. COLE,  
ISAAC SPALDING,  
WILLIAM E. TUTHERLY,  
HAZEN BEDEL,  
AMOS HADLEY,

*Board of Education.*

CONCORD, June 1, 1868.



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REZAKAH N. COLE,  
ISAAC STAPLING,  
WILLIAM E. TOTHILL,  
HARVEY REDD,  
AMOS HADLEY,  
Board of Education.

Concord, June 1, 1888.

# SUPERINTENDENT'S REPORT

## FIRST ANNUAL REPORT

OF THE

SUPERINTENDENT OF PUBLIC INSTRUCTION.





## SUPERINTENDENT'S REPORT.

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*Gentlemen of the Board of Education of the State of New-Hampshire,—*

In compliance with law, I submit to you, and through you to the Legislature and the people of New-Hampshire, my Report.

During the few months which have elapsed since my appointment to the office of Superintendent of Public Instruction, I have diligently studied and observed the public school in its different grades, as it exists in this State. I have considered the common school *as it is*, and have endeavored by the light of observation and comparison, derived to some extent from other States, to deduce what *it should be*. Distrusting mere theory, I have aimed to reach practical conclusions verified by reason and experience. How to render actual the potential benefits of that form of the New-England system of public instruction which exists in New-Hampshire, by the application of judicious modifications and improvements and by the timely supply of needed conditions, is the problem in the solution of which I would hope that, by word and act in my present position, I might contribute some aid.

The recent legislation respecting general supervision has established more definitely than ever before a Department of Public Instruction in our State. Never before has there been here so decided a recognition of the fact that popular education is a public interest that rightfully claims its

special department of undivided official effort, its safe deposit of records, and its established centre of statistical and other peculiar information, in common with other important interests which have always had such claim allowed. This recognition only puts popular education upon an equality with finance and the militia. That it deserves the rank thus assigned it few, I think, will deny.

The office of this department is located by statute in the State-house, where a suitable room has been assigned the Superintendent of Public Instruction by the Governor. This office is to be the depository of specimens of school-books and school apparatus, conveniently open to the examination of all who may be officially or otherwise interested in the schools. The work of making the collections contemplated by the statute has been begun; and, though it must be done without expense to the State, yet it is anticipated that the natural desire of publishers and manufacturers to give publicity to their productions will render its results reasonably satisfactory. Moreover, the State has now a place for the permanent deposit and safe-keeping of educational returns, reports, and other documents. Necessarily, hitherto, from the migratory character of the office of the Secretary of the Board of Education, matters in this regard have been at rather loose ends; so much so, indeed, that I have not yet been able to collect a full set even of the school reports of our own State, while the supply of those of other States, with their valuable fund of recorded observation and experience, is very meagre. No effort should or will be spared to supply this deficiency.

Inasmuch as our school system is the outgrowth of public sentiment, and the former must flourish or languish as the latter is strong or weak, right or wrong, and as it was apparent that the great want of our schools was a right public sentiment and a consequent due public interest, I felt, at the very outset of my official service, that some system of reg-

ular, consistent, concentrated educational effort should be devised and put in operation. There existed a State Teachers' Association, which had accomplished much good, and had the capacity to accomplish much more. Its annual meeting, held in Concord on the 12th and 13th days of December last, called together a large number of teachers in all the grades of instruction from the college to the primary school, and also many other active friends of education. An appropriate programme of exercises of prominently marked institute characteristics was successfully and profitably carried out. Nothing was more manifest in this meeting than the fact that our teachers are hungering and thirsting for professional, *normal* instruction, which has for years been almost wholly denied them in this State; even the supply of such instruction which can be obtained from teachers' institutes having been cut off in 1861. There was entire unanimity of sentiment in favor of the restoration of teachers' institutes, and the establishment of the normal school in some form. My conviction was also deepened, by what I there saw and heard, that systematic, associated effort, of wider range than hitherto established, was a condition essential to due educational progress in our State. I was led to conclude that the formation of county associations, meeting five or six times a year and itinerating from town to town, would be highly advantageous. Such an association, meeting once a year, had long existed in Cheshire County, and had been the source of much educational good. It had already resolved to hold five sessions during the year. I thought it feasible to extend a similar arrangement throughout the State. The experiment was first tried in Belknap County, and with success. The work of organization has gone on, until ten educational associations now exist. Two more will soon be established in the northern part of the State. Thirty meetings of these associations were held during the past



season, most of which were addressed by the Superintendent. The effort was to render them both popular and professional in their character ; and, in many instances, institute lectures upon the several branches of common-school study were gratuitously delivered by accomplished instructors.

The object of these associations is "to awaken and guide public sentiment in relation to the practical interests of education" ; to promote the mutual improvement of the members ; and to magnify education, as other interests are magnified, by associated effort. The meetings are profitably occupied with lectures, essays, and discussions upon the numerous topics pertaining to education in its multifarious relations, and in the presentation and exemplification of the best modes of instruction. The talent in the several counties, otherwise *educationally* latent, is brought out. The minister, the lawyer, the physician, the merchant, the farmer, the mechanic, can come in, and contribute each his share of thought in aid of the noble cause which concerns them all. The teachers in all departments of instruction, from the college to the primary school, are of the membership, and can communicate and receive the results of their varied culture and experience. School committees derive needed information, as well as strength and stimulation for their important work. It is also hoped that, through them, prudential committees may, to some extent at least, get into a better defined connection with the school system than they have hitherto occupied ; and may, at least, be led to hire teachers with the same sense of educational duty and responsibility as becomes him who examines and decides as to qualifications.

Meanwhile, the public interest cannot fail to be awakened by a succession of meetings of such associations. The attention of the community will be arrested and fixed. People will see that something is going on ; and curiosity, if noth-

ing else, will prompt them to go to find out what it is. They will thus, though educationally indifferent, come within the circle of reviving influence. They will begin to think and talk about education, and to mingle it with their religion, their politics, their business, and other matters of every-day thought and conversation. The public interest will thus be enkindled, and the same efforts continued will fan it into genial flame and keep it burning.

This is not mere theory. The working of the association system, although as yet incipient and mainly tentative, has shown itself to be of decided practical utility. It is also contemplated that each town shall supply its quota to the membership, besides having, perhaps, an auxiliary organization of its own. I cannot too strongly urge the formation of town educational associations, holding at least one meeting in each school-district in course of the year. In some towns, such associations have already been formed, and are doing an effective work. It would be well if all such town organizations were represented by delegation in the meetings of the county associations.

It is further contemplated that there shall be an Annual State Educational Festival,—a grand re-union of delegations from the county and town associations, and of other friends of education. The annual meeting of the New-Hampshire State Teachers' Association would be a fit and convenient occasion for such a festival and re-union. I hope to see, in the coming autumn, this important part of the plan of organized effort successfully carried out.

The general cheerfulness with which the teachers of our college and academies engage with those of the common school, in this associated movement, is an encouraging indication that all the parts of our educational system are to be knit closer together than ever before in the bonds of mutual interest and advantage. Already, the common school, in its highest grade, occupies the elevated plane of

the academy. But though the academy may find a competitor in the public high school, yet will it have its place in our educational system. It will have its peculiar advantages. Its endowments will enable it to provide means for a more thorough culture in many branches of knowledge than it can be expected that public taxation will very soon, if ever, afford the public high school. Besides, that density of population and that abundance and concentration of pecuniary means, which are conditions essential to the support of the high school, will be wanting, for a long time yet, in many sections of our country and State. It is in the academy that the bright boys and girls on our sparsely populated hills must find their high school. The academy is not to be decried: even the denominationalism of its basis in any case has a tendency to concentrate sectarian interest and zeal upon the cause of education; and it is turning them to a good account. There are in our State, as reported, fifty-one academic institutions, in a condition more or less flourishing. Some of these, however, being almost wholly dependent upon local support and hardly entitled to be classed with the academy proper, stand in the way of gradation of the common schools in their localities, and thus injuriously affect the interests of popular education. One practicable way of treating such cases would be to adopt the so-called academy for the high school of the town or village, and grade the other schools accordingly.

Our college — the head school of our State — sheds beneficent influence upon the schools of lower grades, and draws strength and support from them. It supplies accomplished teachers for the academies and higher grades of the public school, and enlightened supervisory officers whose good deeds in the cause of education bless many a town. Whether, by any means, — as by the establishment of State scholarships, for instance, — the college can be more closely and advantageously connected than now with



our public schools, is a question that may be worthy of consideration. But, as it is, the eye of the aspiring youth in the district school and the academy is upon it. The better its advantages and the higher its fame, the more his heart burns within him to win, in its consecrated retreats, the crown of liberal culture. I plead for a "more perfect union" of all the departments of instruction. I plead that, both in theory and practical test, it may be fully realized, of the common school, the academy, and the college, that each blesses each, and by each is blessed; that, as one is made better, so are the others; that they are a triple star of "sweet influences" in our educational system, — three stars in one, — mingling their complementary rays in a trinity of mellow light.

I pass now to consider what may reasonably be required of the common school, and how the requirements may be met. I shall consider the question with special reference to the condition of things in New-Hampshire. Here, from the present sparseness of population, the high school, — that "regal, culminant star" of the New-England school-system, — with its exalted advantages, is necessarily exceptional. I therefore take the district school as the general or class representative of the common school.

Summarily, it may be said that, in respect to the education of the intellect, the function of the common school is *elementary*; affording that training which is indispensable to all, whatever is to be their future position or pursuit. It is *fundamental*, — laying the basis of a structure of knowledge more or less lofty and complete, but broad and firm enough for the loftiest and completest. It is to *commence* aright the process of developing and cultivating the mental faculties. It is to bring within the reach of the mind such food of knowledge, such facts, such information, as shall be, directly or indirectly, useful to the future man and woman in the practical duties and relations of

life. It is to present this food of knowledge in such modes as shall best promote mental growth and strength in the very act of acquisition. It is to form habits of self-activity and self-culture which shall enable each of us to do his own thinking, his own speaking, his own acting, — to best help himself in the sphere of effort adapted to his God-given bent and amount of faculty ; and which shall lead to the indefinite future improvement of the individual, and to the constant increase of his capacity to bless society, country, and race.

In respect to the development and cultivation of the moral faculties, the function of the common school is to help form habits of self-control and of cheerful compliance with the requisitions of law, human and divine, by the maintenance of wholesome discipline, of which parental love is the basis. It is to aid in enlightening and rectifying the conscience, and in inculcating, as enjoined in our own State constitution, “humanity and general benevolence, public and private charity, industry and economy, honesty and punctuality, sincerity, sobriety, and all social affections and generous sentiments.” It is to accustom the young to draw, with reverent and devout heart, the sublime inference of Divine power, contrivance, and goodness from the perfect adaptation of means to end, as revealed in the several subjects of instruction ; nay, more, to employ that religious inculcation which is without sectarianism, and which, with an open, undogmatized Bible, leads to search the heart, to weigh actions by motives, and to obey the golden rule of love to man as the highest manifestation of paramount love to God.

In respect to the physical faculties, their proper development and present and future well-being, there may be required of the common school a practical recognition of the true and important principle that “to be a good animal” is a prime condition to human prosperity, individual

and social. This principle enforces the communication of that knowledge of man's physical organization, and the laws of its proper and healthy action, which shall lead the individual to avoid transgression with its sure penalties, painful and disabling to himself, and burdensome to community. Moreover, the same principle requires that physiological and hygienic instruction shall have, as requisite accompaniments, pleasant and healthy school-houses, proper times and modes of mental relaxation, and the practice of such gymnastic and calisthenic exercises as varied circumstances may render necessary or desirable.

Intellectually, a good common-school education may be said to comprise, at least, the mastery of reading, spelling, writing, arithmetic, geography, English grammar (with its practical application in composition), book-keeping, the elements of physiology and hygiene, and of history, at least that of our own country. There should also be included the acquisition of more or less knowledge of drawing and of vocal music. Moreover, the learner should be enabled to catch from judicious oral instruction — if circumstances permit no other — refreshing glimpses of the great field of general knowledge, — glimpses that shall fill the young soul with irrepressible longings to see and know more.

But, while we broaden the old curriculum of the "three R's," and extend it further and further up along the hill of science with an ever-widening horizon of beneficent influence, the essentially elementary character of common-school education must not be forgotten. School-life is short, — by far too short here in our State; and it is better that the young mind spend all of it, if need be, in strengthening and testing its pinions in the lower air, than fritter any of it away in essaying premature and feeble soarings into the higher. Let us not be over-anxious about the "higher branches"; they have foundation upon the lower, and we may lay them in proper time and round, if



our masonry be good: but we must build from below, else gravitation fights against us, and our labor is vain.

Both my own personal observation in numerous visits to the schools of our State, and the educational returns, testify to a great neglect of certain important branches of study. One of these neglected branches is the history of the United States. Estimating liberally and as best I can from the somewhat imperfect reports, I find that, on an average, only one in fifty of those attending school make this a study. It should, I think, be reckoned as one of the essential branches never to be neglected. The regular study of it at school, besides giving invaluable information, will, with proper guidance, teach how to read history aright, and how to conduct historical research most profitably, — two very desirable acquirements. It will tend to cultivate a taste for a useful department of literature, and to stimulate an historical curiosity, the gratification of which will prove one of the best means of future self-improvement. And shall our boys and girls, whose educational privileges are limited to the district school, go out thence knowing nothing definite of the history of their country? Shall they not have learned, along with their arithmetic and grammar, what it cost to establish republican institutions, — nay, more, what it has cost, in these later days, to save them? Shall they not have fixed in the memory, at its most receptive period, its events and chronology? The history of our country, taught as it should be, and accompanied by judicious exposition of the Constitution, and explanation of the operations of government, will tend to enable them to take up the proud exclamation, "Thank God, I am an American citizen!" with a due sense of the high duties and grave responsibilities which it imports. I would hope that the column of returns recording the "number attending to United States History" might, in future, show an increased array of "significant figures."

A scholar attending to book-keeping in a district school is a rare exception. And yet this is a branch which, in its scope of practical utility, is of the widest. A knowledge of its principles acquired at school would tend to render the practice of it more general in after-life, with the natural result of greater business regularity and exactness, and of an increase of that wise economy which makes the two ends meet with a more or less generous lap. The girls, too, should be instructed in the art, both as a useful present exercise, and in view of its future utility. Text-books in this branch, adapted to the wants of the common school, are readily attainable; and, with these, competent instruction can be given without difficulty. The day-book and ledger of book-keeping should be no more a rarity upon the desk of any advanced pupil in the district school than is the ordinary writing-book. Indeed, the mastery of penmanship finds in the mastery of book-keeping its fitting counterpart.

The mention of penmanship reminds me to urge regular and persistent attention to it, from the time when the child is old enough to take the pen until the completion of the common-school course. Some regular scientific system, too, should be adopted, and strictly held to throughout. Happily, such a system has been devised and is now considerably extant in our State, whereby any teacher, though not practically an accomplished artist in chirography, can yet, by the enforcement of a few simple principles in accordance with directions supplied by the writing-books themselves, lead the pupil in the right way and by sure steps to the acquisition of a fair handwriting.

Spelling cannot, perhaps, be reckoned as one of the neglected branches, but much time is lost upon it by too exclusive adherence to the oral method. Practical experience indicates that the best result is to be attained when writing comes to the aid of oral recitation. The blank-

book, especially prepared for the writing of spelling-lessons, and put into the hands of pupils who can use the pen, has been found of great utility. The tablet, slate, and black-board can also be used to advantage in this connection. English orthography is at best a matter of difficulty, and any method of instruction tending to aid in facilitating that mastery of it which shall be most available for meeting the practical demands of life should be promptly and thankfully adopted. And, after all that can be done, it is to be feared that bad spelling may not be so rare an exception as it should be, and that, here and there, school committees even may be found who may persist in their unique orthography; in "*appologizing* for having attention *occupied* otherwise"; in asking "*indulgence* without further *cerimony*"; in commending "*parrents* who have let their children *persue* their *studdies* at home"; and in finding "the *ever-age* number of *schollars*."

English composition is much neglected in the district school. There is much study of grammar, or what is called grammar, — much of abstract defining, of rule-memorizing, of "parsing," of "analyzing." All this may be profitable under proper conditions; but it should not, as now, so generally exclude the learner's deduction of grammatical rules and principles from usage, — from his own usage, as well as that of others, — as exemplified in correct and corrected speaking and writing. There cannot be too much of composition-writing in the common school. It should be commenced early, and continued throughout the whole course of school-life. It may advantageously precede the study of grammar. It will give clearness and exactness of thought, sharpness and exhaustiveness of observation, facility and propriety of expression. Under judicious guidance in the selection of themes, the efforts in composition may be made, some to contribute to the better understanding of the subjects of daily study, and to the deeper



impression of them upon the memory ; and others to serve as object-lessons embracing a wide range of general information.

Drawing receives but little attention in our common schools. Teachers generally know little of this beautiful art. Its utility in many respects, and its capacity to promote the enjoyment of those who attain skill in it, are little appreciated by the community. That, under such circumstances, the prominence which it deserves should be given it, cannot be expected. Improvement should be looked for in this regard.

Though, perhaps, it cannot reasonably be expected that vocal music should be regularly taught in all the schools of our State, — as, for instance, in those of the city of Manchester, and with the happiest results, too, — yet it cannot be too strongly urged upon all who are engaged in instruction, or who intend to engage in it, to spare no effort to make themselves acquainted with the art, so far at least as to be able to lead or direct intelligently those exercises in it with which every school-room should be pleasantly and profitably enlivened. Vocal music practised in school tends to ensure a better command of the vocal organs in reading and speaking ; in the words of another, “ it tends to promote melody of speech.” It gives zest and relief to the ordinary school duties. It awakens gentle and noble emotions. It allays evil and angry passions, and promotes a spirit of cheerful obedience to the requisitions of good discipline. There is authority in the stern command ; there is, moreover, a sweet compulsion in the simple school-room song. To our schools, taken as a whole, it is not inappropriate to extend the earnest request, — “ *More music.*”

In speaking of the relation of the common school to physical culture, I have already referred to the practice of gymnastics and the study of physiology. I wish to add, that, while gymnastics should not be made a time-consum-

ing hobby, they may be advantageously employed to a greater or less extent, according to circumstances. As a means of hygienic culture and physical development, they are obviously less needed in the open country than in the pent-up city. Still, they serve "to wake up mind" through bodily enlivenment, and to relieve the tedium of the ordinary routine. In this view, they are equally useful in schools everywhere. Every teacher in the common school should have a manual of gymnastic exercises, and should be able to assign them discreetly and conduct them properly.

The study of the elements of physiology and hygiene should be unconditionally insisted upon. No person should graduate from the common school without having gained some knowledge of "the structure and uses of the organs of life, and the laws by which they may be preserved in health and vigor." To know how "fearfully and wonderfully" we are made, as physical beings, tends to inculcate that care and *respect* for the body which restrains from practices injurious to its complicated, divinely adapted organism. The knowledge of these laws of health, acquired by the young at school, would serve "to diffuse," as Herbert Spencer expresses it, "the belief that the preservation of health is a duty; that all the breaches of the laws of health are physical *sins*," — and sins, too, that shall be surely and sorely punished. The general diffusion of such a belief would certainly tend, in time, to work marvellous amelioration in the condition of sickness-burdened humanity. And yet physiology, acquaintance with the facts and principles of which tends to produce results so important and propitious, must be reckoned among the most neglected in the class of neglected branches of study in the common schools of our State. Indeed, it may be, perhaps, more properly classed as *ignored*. Assuredly, this ought not so to be.

There may reasonably be required of the common school the communication of much general information lying outside of the text-books or particular branches studied. This communication must generally be by oral instruction, coming at spare moments or by way of illustration. Such instruction can take the wide range of history, biography, science, art, "familiar and common things," the practical duties and relations of life; the nature and operations of governments, municipal, State, and national; in fine, the whole range of general knowledge. In some district schools, favored with a proper amount of time, text-books upon government, and other subjects here mentioned, may, to some extent, be used to advantage: but, in the limited time allowed to the majority of them, it is more practicable to rely upon oral communication; and such communication should be imperatively required. In the common school, as in every other, the well of oral instruction should be always full,—full to constant overflowing for the refreshing of young and receptive mind.

Nor should the æsthetic faculty be overlooked in the common school. Much may be done there, by hint and suggestion, to awaken and cultivate an appreciative discernment of the beautiful in nature, art, and literature. The tree, the flower, the landscape, the engraving, the painting, even the plaster copy of the statue or relief, the choice selection of prose or poetry in the reading-book,—each has its æsthetic lesson, which competent instruction will draw out, and impress upon the young mind. The power of appreciating the beautiful makes its possessor a copartner with genius in the results of its highest efforts. It enables him to hold "high converse" with the great immortals who have wrought in literature and art. It makes him a copartner with Nature herself in her most precious mysteries. Let the school be beautiful for situation and construction; let the choice picture adorn its walls; let the



vase of flowers stand upon the teacher's desk ; let festoons of forest leaves do honor to the public day. The Beautiful is the loved sister of the Good and the True ; and the three, fairer than the mythic Graces, should abide together wherever Instruction's voice is heard.

I have spoken of the good, and I cannot refrain from adding that intelligence and virtue are the auspicious conjunction which it should be the aim of the common school to aid in effecting, strengthening, and perpetuating. In this conjunction lie two prime essentials of individual usefulness and happiness, and of national prosperity and greatness. There are a thousand ways in which the principles of morality may be inculcated, and, as it were, insinuated into the life of the pupil in school. Long, formal homilies are not requisite or desirable. Better far is the right example of the teacher in his daily walk and conversation ; better the timely anecdote and the improvement of the passing incident ; better, the enforcement of the Golden Rule in all the relations of school-life, as the perfect law of the school-room and the play-ground. Nor let good manners, "the kindred of good morals," be neglected. For the gentle courtesy of good behavior, of true politeness which is the effluence of true benevolence, is, as mercy, twice blessed ; blessing him who shows it, and to whom it is shown.

To meet the requirements of the common school, there must be *good instruction*. This includes *good government* ; for good school-government is good *moral* instruction, practically inculcating the subjection of wayward propensities and evil passions to the law of the better nature and to the sacred behests of duty. The best school-government is that which governs least by outward coercion, and most by inward control. Mutual love and sympathy between pupil and teacher are recognized as alike the basis of injunction and compliance. The best motives in the governed are to be cultivated. Emulation cannot be ignored, but it rather demands control than stimulation. With the world of boys

and girls as it is, there must sometimes be severity of discipline. The much-mooted question of "corporal punishment" I shall not discuss, but will only remark that, practically, such punishment is the rare *dernier ressort* of really good discipline; and, with this view, it would be well enough for all concerned to bear in mind that *birch grows*—and for a useful purpose, too—as it grew before, and has grown ever since, the utterance of the venerable proverb, "Spare the rod and spoil the child."

At the present day, the moral is getting the better of the physical in modes of school discipline. This is a gratifying fact,—a sign of civilized progress,—as is also its benign concomitant, the increasing prevalence of female instruction. A true woman's heart is a school's attractive centre, gently but irresistibly bending and binding the centrifugal tendencies of youthful waywardness into concentric orbits of harmonious order. Besides, intellectually, woman has shown and is showing herself to be eminently and incontestably the "natural teacher." She is fast taking the place of the schoolmaster in all schools of the primary grades. Of the two thousand nine hundred and forty-two teachers employed in this State last year, the number of females was two thousand four hundred sixty-five.

Good instruction, in its intellectual capacity, keeps steadily in view the function of education as being, not merely to give the learner needed information, but *so* to give it, that, in the order and manner of its receiving, it shall minister to the development and cultivation of his mental faculties; shall become, so to speak, a portion of the very fibre of his intellectual being. The question is not merely how much of arithmetic, grammar, and geography shall be taught and learned, but also how much of *man and woman* will result from the teaching and learning. Good instruction recognizes the "order of nature" in the evolution of the human faculties. It recognizes the fact that each fac-

ulty craves its special food as soon as it can assimilate it into healthy growth. With this recognition, it carefully adapts supply to demand; producing pleasure and satisfaction in the young mind, facilitating acquisition, and inducing the love of learning. In a word, it conducts the school on the "happiness principle," as Herbert Spencer phrases it.

Good instruction is *non-telling*. By the skilful suggestion of facts and principles already learned, it leads the pupil to help himself to the new principle or the new process sought. It makes the boys and girls put on their "thinking-caps." It does not tell outright. It suggests, and lets them infer. It lets them work out "the sum," if it takes a week, that thus they may experience the joy of the *eureka*, and may not only come off victorious over the stubborn conditions and reluctant processes of an arithmetical problem, but gain a mastery over their "own spirit," which is a greater feat than his "who taketh a city."

Good instruction will none of the rote system. This system cuddles and fondles the young mind in the enervating embrace of the text-book. Rote-teaching is as incredulous as was Thomas whose surname was Didymus, — incredulous of the self-helping tendency of the young mind, and its corresponding self-helping ability. If it lets the inexperienced feet touch the ground at all, it has leading-strings in hand, to hamper the instinctive attempt to go alone. It uses a variety of leading-strings. Even the well-meant printed questions of the book are perverted to this use, or rather misuse, and made to perpetuate mere mental toddling. Right instruction will none of all this. It puts the pupil down on good solid *terra firma*, compact of observed facts and apprehended realities, and, with the book and teacher as the light and guide to his path, lets him run, — lets him run *alone*, that thus he may find for himself the strength of a man, and his "line of direction," and so get the sure footing which is understanding, and



the firm step, the perfect poise, and the dignity of bearing which become him who was created "a little lower than the angels."

Good instruction recognizes the fact that ideas are the realities of knowledge; that words are but their signs or vesture. The labor of getting words without ideas is that foolish labor which one "has for his pains." It is as absurd as it would be for one to buy up numerous garments, at great cost, and of never so beautiful fabric and elaborate make, not to be used, but just to look at. There they hang in their closet for time and moths to consume. At length they are gone, never having covered or adorned an animate form in legitimate use. Where they were is now vacuity, or, at most, bare walls and dead nails, while the world derisively asks, "*cui bono?*" Right instruction will not that the memory be made a clothes-closet of unprofitable words. It does not so depreciate the memory. Nor would it have it pampered, so to speak, to the neglect of the other members of the mind's family of powers,—all of the same fatherhood, and all rightfully claiming to be trained in God-meant harmony together. The memory should neither be as the despised Cinderella, nor as one of the spoiled sisters. A clear understanding is its best reliance; therefore let Reason fare with Memory. It is the learner's right to know, to the utmost extent consistent with the development of the reasoning faculty, the whys and wherefores of what he is required to memorize. In the earlier stages of education, however, some things must, for the present, be taken mainly upon trust. But good instruction will not give the mind the stone of arbitrary statement, when it properly asks for the bread of reasoned knowledge. Nor will it let the mind be crammed with the crude and heterogeneous. In the treatment of any subject, it will keep in view the line of natural connection and succession of facts and principles. It will see that "the order of natural dependence"

be followed; that thus facts and principles in their acquisition may be the links of an elaborate chain, distinct but not detached, and forming a golden whole of mutually lent and borrowed strength in the memory.

Good instruction does not put the child to poring over books with blinders on. It does not essay to shut out all observation of that outward world from which, in the order of nature, comes his first knowledge. The book is made rather the means of extending observation than of curtailing it. The pupil is made to look around him, and to interpret the symbols of the book by outward realities. From the alphabet upward, the observation of the learner will, under skillful instruction, be kept wide awake, and the abstract deduced from the apprehended and familiar concrete. In reading, the pupil will be held to nature, and to the interpretation of the symbols of the book by the aid of observation, and of imagination working upon remembered facts. He will be taught to observe the tones and inflections of real life around him, and to use them in similar relations. He will be made *to extract*, so to speak, the extraction of the cube root from wooden blocks, or, if the town or district be too stingy to supply the cheap and desirable apparatus, then even from that concrete of things concrete,—a fair-sized potato, sliced in due geometric forms and proportions. His geography will, as charity should, begin at home, and thence, as a centre, radiate to the ends of the earth.

Good instruction is ingenious in awakening mind by the use of the illustrative apparatus and reference books with which every school-room should be supplied. It will make of the full dictionary of the English language a sun of illumination in the school. It can do wonders with the black-board: and blessed be the man who invented the black-board, whose black face always reminds me of the sturdy old San Domingo chief; and I think of it as a more for-

fortunate Toussaint L'Ouverture in the system of instruction, revolutionizing it, and overturning its arbitrary and mechanical modes. The outline or mural map, with competent using and its constant impression upon the eye, makes of the whole planet upon which we live familiar ground; while the pupil, in the indispensable and pleasant process of map-drawing, catches and holds in his hand, as it were, every otherwise fleeting outline. There is a world of instruction, too, in a globe. By it is solved a multitude of useful and interesting problems. It gives accuracy to geographical ideas, and removes erroneous impressions, hazy with the obfuscation of "Dea. Homespun's" notion that "the world is as flat as a pancake." And I may as well remark here as anywhere, that our annual returns do not show figures in the matter of school apparatus and reference books which are calculated to flatter much our educational pride. The total estimated value of these, as returned, is only \$13,327.17. The present supply is entirely inadequate. Into no better investment could fifty thousand dollars be put to-day than in supplying this crying want of our schools.

In recurring, it may be said that good instruction aims, by every available means, to vivify the otherwise dead symbols of book-learning into living realities, and to assimilate them with the learner's intellectual being; that thus the school-book, unlike "the little book" which was eaten by the apostle in apocalyptic vision, and was "sweet in the mouth, but bitter in the belly," may be both sweet to the taste and pleasant of digestion, becoming just so much more of solid man and woman.

From what has been said of good instruction, there would seem to come by natural and necessary inference the conclusion that the art of the profession of teaching is an important and difficult one, requiring, for its duly successful practice, special professional training. Such a conclusion



has long since been reached by intelligent educators everywhere. As a result, professional or normal schools now generally exist wherever a regular system of public instruction is sustained. New-Hampshire is, as yet, in exception. I cannot believe that she will much longer submit to the loss and disadvantage arising from letting instruction merely "get along," instead of enabling it, through provision for its normal fitting, to do its best and perfect work.

If the common school is a public interest that should be sustained at the public expense, then is good instruction, which is the *life* of the school,—and without which the school is dead, or worse than dead,—an interest which can rightfully demand to be subserved in the same way. Then, again, if much money raised for the support of schools is lost, thrown away, upon poor instruction,—and such is incontestably the case,—true economy dictates the raising of the slight additional percentage requisite to be expended in normal training, to prevent such loss, and to put at par expenditures otherwise seriously depreciated.

There is a difference of opinion among those who are in favor of putting in operation in our State this important educational instrumentality; some being in favor of establishing one entirely distinct school, others two or more schools to be connected with existing institutions. With the reception of proposals from towns, cities, and corporations of existing academies as to the location of such school or schools, with further investigation and maturer deliberation, with more agitation of the subject among the people, it is to be hoped that, by another year, the difficulties and disagreements that now hang about the matter may be removed, and that legislation, keeping pace with public sentiment, may give the sanction of law to some wise and effective plan of establishment,—a plan matured with the light of the experience of other States shining full upon it, and with an eye single to the prime object of the Normal

School as an institution in which the divine and difficult art of teaching is to be taught. We need the Normal School. We are troubled with modes of teaching, whose name is "legion," and whose nature is good, bad, and indifferent. We want normal graduates going forth to spread good influences all around them. One such graduate in a town would be as the "leaven that leaveneth the whole lump." Let us hasten with duly expedient pace to set up our normal standard of instruction in New-Hampshire.

Teachers' Institutes have not existed in this State for seven years. Their abolition left a "waste place" in our educational system which should have been repaired long ere this. That now it soon will be, there is reason to hope. Teachers' Institutes are profitable *normal* meetings,—brief normal schools, in fact,—in which the best modes of instruction and discipline are presented by accomplished educators, and in which there is opportunity for that "comparison of notes" of experience, and interchange of views, which is highly promotive of improvement. These meetings tend to dignify the profession of teaching; to strengthen teachers for their difficult work, and to cultivate among them a laudable and beneficial *esprit de corps*. They are reckoned, even where normal schools exist, an indispensable part of an effective educational system. Their benefits are so speedily and widely felt, that, if properly conducted and competently instructed, they can hardly fail to win and retain the popular favor.

But, while it may be said that "the teacher makes the school," it should be borne in mind that there must be a place for the school,—a school-house,—and a *good* one for a really good school. The school-house should be located, not dumped. Its location should be pleasant and healthy. It should be a *little* out of the road. Of course, good taste and a proper sense of the fitness of things would urge its standing becomingly back, beneath its own trees, upon its

own acre, or at least half acre, of ground. But such is the density of our population here in New-Hampshire, and such the scarcity of land and trees, that this cannot be, perhaps, — at any rate, it is not to any great extent. But cannot the little ground that is spared to the school-house be kept neat and clean? Cannot the proper out-buildings, which decency if nothing else requires, be supplied? These questions suggest unpleasant facts, which injuriously affect the reputation of many districts and towns in our State.

The building committee should not go at the job of erection hap-hazard, but should bear in mind that full information in the matter of school architecture is easily attainable, and that there is no excuse now-a-days for building an ugly, ill-adapted school-house. The structure should be commodious and well-furnished; even elegance is in order. It may not be large and costly; no matter, if it only be of right and tasteful construction, and completely adapted to the purposes of its erection and the circumstances of its locality. There should be light, and so admitted as not to put out the pupil's eyes. There should be air, and arrangements for a supply of that which is fresh and pure to replace the vitiated and poisonous. This can be done by very inexpensive means of ventilation. Even the lowering window-sash has great ventilating advantage. The temperature of the school-room should be equable, and a thermometer costs a dollar!

A good school-house is a good educator. It gives zest and dignity to school-going, and thus promotes intellectual progress and inspires a love of learning. It educates the taste. It teaches order, decency in behavior, and high self-respect. Mischievous is involuntarily awed in its presence, and hears the "still, small voice" saying, "This is holy ground." A good school-house is, in a pecuniary point of view, a good speculation. It is a proof of good educational



advantages, and these always enhance the value of property within their range.

The returns show that four hundred and twenty-seven "school-houses unfit for their purposes" are permitted to disfigure the landscape of our State; or, in other words, that four hundred and twenty-seven "abominations of desolation"—not spoken of by Daniel, the prophet, because it had not entered into the heart of Daniel to conceive of so abominable a thing as a poor, shabby school-house—are standing each "in the holy place" where a good school-house should stand. But we have opportunity to turn to more gratifying figures, and find that the sum of \$86,191.73 has been expended, the past year, in building and repairing school-houses. Here is an expenditure that is so much good seed sown on good ground, and which shall yield its manifold harvest of blessing. The town reporting the largest item of this praiseworthy expenditure is Littleton.

I am informed that, in some places, much inconvenience has arisen from the fact that the law provides for no appeal from the vote of a district refusing to repair poor school-houses, or to replace them by new ones. It has been suggested that an appeal, in such cases, to the county commissioners, or some other authority outside the town, ought to be allowed. The matter is worthy of consideration.

Another essential condition of a good and profitable school is *a sufficient number of pupils*. Thirty or forty scholars in a mixed district school make a number large enough. But when the count gets below fifteen, tapering off on seven, five, or three,—and there are too many such instances,—then zero, or some figure pretty near it in value, or rather *no value*, may, as a general rule, be set down as the result of advantage. There is not oxygen enough in such a school to support a decent blaze of interest. There is a soggy sizzling, and that is all. Time and money are both thrown away upon such a thing,—school it cannot

be called save by a stretch of courtesy. This state of things must be borne with as good grace as possible, whenever, from isolation or other uncontrollable circumstances, it cannot be remedied. But, in five cases out of six, it can be remedied, and should be, by *diminishing the number of districts*, and thus concentrating a proper number of scholars, securing more money to each district, and getting better school-houses and better-taught schools. Upon a moderate estimate, and with thirty-five scholars assigned to each district, the number of districts in the State is too large by *one third*; involving the loss of at least that large fraction of the school money every year. Where is our boasted New England economy? Where our Yankee knack of getting "our money's worth"? But everybody wants the school close by, and the school-house "handy." People do not consider that children of ten, or even less than ten years, can, in good weather, walk a mile to school, and generally be all the better for it, — enjoying better health, and often making better improvement in study, than pupils living within a stone's throw of the school-house; while, in bad weather, which is the exception in the long run, the nag can be harnessed up, or some other means contrived to get the little ones to and from school. A good school is worth some trouble and travel. It is better to be a mile from a good school than within a rod of a poor one. The country population is sparse in this State. The people should adapt themselves to circumstances by uniting existing districts, or, what would be better, by re-districting the towns. In this way they may, besides getting the numbers, means, and time requisite to a good school, secure, in some cases, gradation, which, with its better division of labor and consequent better execution, is a "consummation devoutly to be wished," and promptly to be effected when the number of scholars reaches sixty or seventy. I am glad to report that the work of re-districting and of consolidating

districts is going on to some extent. Gradation, too, is receiving increased attention.

Another condition of the good school is *time*. The terms must not be too short and too far between. The average length of our schools, as appears by the returns, is less than *seventeen* weeks to the year; it should be at least thirty. For this injurious brevity of school time, minute districting is greatly responsible. One of these eight-and-a-half weeks terms,—supposing there are two terms a year,—merely gives time to get the steam up, and the wheels slowly turning, when the fuel gives out, out goes the fire and down goes the steam; then comes a switching off the track, and a backing into depot, with “stock-still” as the word for three times as long. Then there is a little firing-up again, but with the same unsatisfactory result and sequel. Such locomotion brings neither railroad dividends nor educational profit. Then there is the sad loss of time in *irregular attendance*, which so cripples and disconcerts school progress. A comparison of the columns of “attendance” and “average attendance” in the returns, and the consideration of the pecuniary loss and other evils resulting from the state of things revealed thereby, almost makes one wish that the compulsory police remedy of Prussia might be applied even in this our land of sturdy republicanism.

*A continuous uniformity of instruction and discipline* is another requisite of a good and successful school. A frequent change of teachers is pernicious, and we suffer from it badly in this State, as the figures show; the whole number of teachers employed during the past year having been only two thousand nine hundred and forty-two, while the number of “*different* persons employed” has been three thousand seven hundred and twenty-two. “Getting acquainted” is an important consideration in society generally, and in school particularly. A mutual knowledge of the ways of teacher and pupil is indispensable as a lubrica-



tor of the machine, and it should not have to be manufactured out of the raw material at the beginning of every term. It takes too long, and the friction, which might have been prevented had the lubricator been on hand, impedes due progress. The good teacher should be held in the same school as long as possible, and the "louder call" elsewhere should be met by the *better pay here*.

*Proper parental interest and sympathy* is another requisite to the best success of the school. I will not argue this point. Would that the complaint of "the want of co-operation of parents with teachers," and of the "apathy and lack of interest in matters educational," were as groundless as it is trite!

There must also be *direct official supervision*. This duty, in our system, devolves upon the school committee. This should ordinarily be a committee of one, and that the town's best man. He should, if possible, be of experience in teaching, or, at least, of capability for it. If he is "the right man in the right place," he will sternly ward the school-room from the intrusion of incompetent instruction. He will be the teacher's next friend, and sustainer of his legitimate authority. He will neither be a rash innovator, nor averse to real improvements. In that perplexity of perplexities, the selection of text-books, he will stand fast by his own judgment; resisting frequent change, but discreetly insisting upon uniformity throughout his own jurisdiction. His annual report (and he will always have one, and carefully prepared, too) will be a true statement of the educational condition of his town, with suggestions of improvement. He will shirk none of the requirements of the State as to statistics in his annual return, and will see to it that prudential committees and teachers do not shirk theirs as to the register. He will always have his good word for education, urging liberality. In fine, in his zeal and enthusiasm, he will make up for the apathy of any hundred men

and women of his community, and so will keep alive the vestal fire of educational interest in his locality.

Of course, the common school must have *money*, in order to meet its requirements; and, in our State, it needs more than it has had. It has here no plethoric fund to draw upon, as is the case in many States. Its support comes mainly from the direct contributions of the people in taxes. The amount of school money raised by taxation last year was \$282,606.58. This is a considerable advance upon the amount for the previous year; and, under the new law which went into effect last January, more still will be obtained for the next. The amount raised *beyond* what the law requires is returned at \$66,528.01. This denotes a commendable liberality in many localities. But, as yet, this liberality must be properly classed as the exception. It should be the general rule throughout the State. A sum additional to that which is required by law should be raised by every town, for the purpose of paying teachers better, if for no other. The average wages of male teachers a month, last year, was \$34.64; of female teachers, \$19.78. These figures are considerably larger than the real average in the country, being swelled by the more liberal compensation in cities. But, as they stand, they are not particularly tempting ones to superior talent and culture. These prices are better adapted to manual labor, requiring the lowest degree of intelligence, than to the work of instruction with its high exactions of head and heart. Who wonders at the constant hegira of competent teachers to other States, whence they receive the louder call? Who wonders that we are troubled with a perpetual succession of novices, "just trying their hand at teaching, and who, when they "get learnt," — as the expression is, — are off to some other place, or into some other pursuit, in which the laborer is worthy of his hire? Then, again, for the same services rendered in the school by a man and woman,

and, it may be, rendered twice as well by the latter as the former, the woman gets only about half as much compensation as the man. Here is a reasonless disparity that should be rectified. More money, fewer districts, and a better appreciation of the comparative merits of man and woman in the school-room would remedy these grievous faults of inadequacy and disparity.

The average amount of school money appropriated to each scholar in the common schools, last year, was \$3.69. Now, supposing each scholar should attend school for ten school years, — which is more than the average length of attendance, — his education, so far as the *public* expense is materially concerned in each individual case, would cost \$36.90. This is certainly cheap enough. Is it not too cheap? Is thirty-six dollars and ninety cents enough for the State and community to expend upon the educational development of the citizen? Why, it will hardly raise a pig which to-day is, and, eighteen months hence, is cast into the pork-barrel! Can the charges of a war properly prosecuted against ignorance and its dark host of physical, social, and moral evils — a war that should be exterminating — be defrayed at a rate so cheap? Let the thoughtful mind ponder well the figures of this average.

But we are *so* poor when we are asked for a little more school money! “Oh, we can’t, taxes are *so* high *now*!” But, if we let our schools languish, we shall be poorer before we are richer. That “shocking bad” school-house, and that apology for a school in it, are worse than a mortgage for the full value on all the property in the neighborhood. Ignorance will be perpetuated; vice will lurk about; crime will ply its ugly vocations; sluggishness, inefficiency, and lack of enterprise and public spirit will prevail; productive capacity will be curtailed; poverty and misery will more and more abound. If the schools be duly nourished, intelligence and virtue, ability and enterprise, competence



and the refined enjoyments of enlightened civilization, will be their blessed issues. To be sure, taxes are high; but every increase of educational advantages is an increase of the ability and means of paying them. Every educated man is one shoulder more under the load, making it so much the lighter for all the rest. Then let the common school be pecuniarily cherished. Let us give, or rather lend to it, for our money shall come back to us with more than seven and three tenths interest, and compound at that.

"Education," said Horace Mann, "is the great interest for which every one's hearthstone cries out in his ears." Edward Everett fondly declared "the public school to be the most important concernment of the whole community, practically interwoven with its inmost life." Therein is truth: and would that it might receive due and universal appreciation, and, sinking deep into the popular heart, become the good seed of higher resolution and more generous action in the noble cause of public instruction; so that in our State, with its every want supplied and every essential condition fulfilled, the common school *as it is* may emerge from whatever now obscures into the perfect glow of the common school *as it should be*.

AMOS HADLEY,

*Superintendent of Public Instruction, and  
Secretary of Board of Education.*

CONCORD, June 1, 1868.



## STATISTICS.

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The following is the summary of statistics for 1867-8, as derived from the returns of the School Committees, and compared with those of last year, so far as the difference of basis upon which the returns were made permits: —

Number of towns and cities . . . . .	230
Number of towns and cities making returns . . . . .	220

The delinquents are Albany, Cambridge, Chichester, Columbia, Errol, Gorham, Hart's Location, Madison, Rumney, and Stratham.

Number of school districts . . . . .	2,287
Decrease for the year . . . . .	22
Number of schools . . . . .	2,487
Number of scholars attending . . . . .	77,138
Decrease for the year . . . . .	709
Average attendance . . . . .	52,476
Decrease for the year . . . . .	590
Ratio of average attendance to the whole number of different scholars (in decimals) . . . . .	0.68
Same as last year.	
Number of children between four and fourteen years not attending anywhere . . . . .	3,228
Increase for the year . . . . .	414
Number of male teachers . . . . .	477
Number of female teachers . . . . .	2,465
Number of different persons employed as teachers . . . . .	3,722
Average wages of male teachers per month . . . . .	\$34 64
Increase for the year . . . . .	1 55



Average wages of female teachers per month	\$19 78
Increase for the year . . . . .	1 84
Number of teachers teaching for the first time (imperfectly reported) . . . . .	397
Number of teachers teaching the same school two or more successive terms (imperfectly reported) . . . . .	623
Number of teachers who have attended teach- ers' institutes . . . . .	1,018
Whole length of summer schools in weeks and decimals of weeks . . . . .	22,292.80
Whole length of winter schools in weeks and decimals of weeks . . . . .	22,241.33
Average length of the schools in weeks and decimals of weeks . . . . .	16.83
Estimated value of school-houses and lots	\$1,130,698 00
Increase for the year . . . . .	\$133,865 00
Estimated value of school apparatus . . . . .	\$13,327 17
Number of unfit houses . . . . .	427
Decrease for the year . . . . .	55
Expenditures in building and repairing school- houses . . . . .	\$86,191 73
Increase for the year . . . . .	\$10,225 55
Compensation paid school committees . . . . .	\$10,246 08
Increase for the year . . . . .	\$395 11
Number of volumes in libraries reported . . . . .	55,079
Amount raised by tax for support of schools	\$282,606 58
Increase for the year . . . . .	\$39,890 62
Amount raised by tax beyond what the law requires . . . . .	\$66,528 01
Increase for the year . . . . .	\$8,010 19
Amount contributed in board, &c., to prolong the schools . . . . .	\$24,599 41
Increase for the year . . . . .	\$4,596 92
Amount of income from the surplus revenue money reported as used for schools . . . . .	\$1,840 68

Amount of the literary fund as reported . . . . .	\$10,824 07
Amount of railroad tax reported as used for schools . . . . .	\$7,735 30
Amount of income from local funds . . . . .	\$5,869 58
Total amount expended for schools, exclusive of school committees' compensation . . . . .	\$333,465 62
Increase for the year . . . . .	\$43,158 31
Average amount to each scholar . . . . .	\$3 69
Number of visits of school committees . . . . .	11,804
Number of visits of prudential committees . . . . .	2,518
Number of visits of others . . . . .	68,849
Number of academies and other permanent schools reported for the year . . . . .	51

In this connection, the Superintendent would direct the attention of school committees to the statute provision requiring their reports and returns to be made to the Secretary of the Board of Education—who is also the Superintendent of Public Instruction—by the first day of April, under a penalty of fifty dollars. No report is to be returned to the Secretary of State. It is necessary that this provision should be strictly complied with, in order to enable the Superintendent to issue his report seasonably. He has been much delayed this year by the dilatoriness of committees in this regard.

School committees and superintendents should ascertain and report *accurately* the number of persons in their several localities, between four and fourteen years, not attending school anywhere. This duty is too often shirked, as is also that of ascertaining and reporting the number of persons between fourteen and twenty-one years who cannot read and write. This latter item has been so imperfectly reported this year, that the Superintendent could make nothing of it in the Statistical Abstract.

Money items should be reported with more care. There

is, in some cases, obviously too much *guessing*; while, in others, there is a total neglect of duty. Leniency in this regard, as in some other cases of dereliction, may cease to be a virtue. School statistics are too important either to be slurred or dodged.

It may also be well to add that much care should be taken to give *accurate* estimates of the value of school-houses, school-lots, and apparatus. The compensation of the school committee should also always be reported.

Care should be taken in getting the average attendance. The directions in the school register will, if followed, give the right result for each school. Committees and superintendents should assist teachers in the computation, if assistance is necessary.

The returns should always be made upon the *latest* blanks furnished by the Superintendent, and forwarded to town and city clerks. This year, the Superintendent forwarded new blanks to every town; but too many committees preferred to use old ones, which has led to some trouble and confusion. Always use the *latest* blanks, and *burn up* the old ones.

The Superintendent would urge the importance of printing the general reports of school committees, and of putting a copy into every family in town. It tends to create and sustain educational interest. This commendable practice is already somewhat prevalent, and should be universal.





# Abstract of Statistical Reports of the School Committees of the COUNTY OF

Towns.	No. of districts.	Number of schools.	Whole number of scholars, 4 years of age and upward, attending school not less than two weeks.	Average attendance of scholars during the year.	No. of children between 4 and 14 years of age, not attending school.	No. male teachers em. during the y'r.	No. female teachers em. during the y'r.	No. different persons em. as teachers.	Average wages of male teachers a month, including board.	Average wages of female teachers a month, including board.	No. of teachers teaching for first time.	No. of teachers teaching the same school two or more successive terms.	No. of teachers employed who have attended teachers' institutes.	Whole length of summer schools, in weeks and decimals of a week.	Whole length of winter schools, in weeks and decimals of a week.	Average length of schools for the year, in weeks and decimals of a week.	Estimated value of school-houses and lots, with appurtenances.
Atkinson.....	6	6	97	80	5	6	6	12	18.17	1	1	2	2	82.50	13.70	2,525	2,400
Auburn.....	2	2	211	171	12	8	8	14	20.50	8	4	2	4	65.00	71.00	17.00	2,845
Brentwood.....	4	5	160	99	8	5	6	10	19.80	2	1	2	2	74.60	24.60	19.80	2,845
Candia.....	14	14	423	297	7	13	26	47	21.65	6	6	4	10	171.00	125.50	21.00	6,900
Chester.....	10	10	289	230	7	10	12	19	19.70	1	1	3	8	96.20	45.00	14.10	1,350
Danville.....	4	4	111	83	4	4	6	10	19.62	1	2	2	2	39.00	37.50	19.12	2,525
Deerfield.....	15	15	454	316	5	14	24	33	22.50	10	13	10	10	143.50	126.40	19.20	7,900
Deery.....	12	12	440	350	20	12	18	34	19.57	8	14	8	8	147.50	61.00	17.37	2,000
East Kingston.....	4	4	166	112	8	4	5	10	22.38	1	1	2	1	70.00	46.50	29.00	2,760
Epping.....	8	8	360	198	33	8	9	17	23.00	3	13	3	3	63.00	89.50	19.06	7,100
Exeter.....	5	14	691	559	4	11	17	73	26.50	3	13	1	1	300.00	163.00	33.10	1,100
Fremont.....	4	4	114	74	4	4	5	10	20.12	2	2	1	1	41.50	27.00	17.43	300
Gosport.....	1	1	36	26	1	1	1	2	29.00	1	1	1	1	12.00	12.00	24.00	3,700
Greenland.....	3	3	174	99	17	3	5	50	32.60	1	1	1	1	35.00	38.00	24.33	3,700
Hampstead.....	8	8	251	187	1	8	9	36	23.00	1	1	4	4	111.60	50.50	20.14	5,925
Hampton.....	6	7	286	173	1	7	11	17	18.14	1	2	3	3	99.00	81.50	25.78	2,700
Hampton-Falls.....	3	3	95	62	1	3	4	30	26.33	3	3	2	1	61.00	26.00	29.00	3,200
Kensington.....	2	2	113	90	2	2	2	2	27.50	2	2	1	1	34.00	26.00	30.00	1,100
Kingston.....	6	6	330	250	1	6	7	32	21.40	3	1	3	3	101.00	8.00	21.80	5,000
Londonderry.....	11	11	447	298	30	2	11	18	45.00	22	4	3	3	112.00	103.00	19.55	7,800
Newcastle.....	1	1	131	82	6	3	6	16	16.00	1	1	2	2	42.00	30.00	24.00	1,000
Newington.....	1	1	100	75	1	1	1	2	25.00	1	1	1	1	18.00	13.00	31.00	800
Newmarket.....	5	8	375	253	16	2	7	11	46.67	24	26	1	1	108.00	77.50	23.18	5,000
Newton.....	6	6	207	143	6	6	6	11	23.00	1	4	1	1	49.00	80.00	21.50	2,000
North-Hampton.....	3	3	175	111	2	3	4	42	22.00	2	2	1	1	40.00	40.00	26.67	1,750
Northwood.....	8	8	335	235	12	3	8	11	37.00	22	0	5	5	103.00	25.40	16.05	4,950
Northingham.....	12	12	312	208	25	12	16	17	17.27	1	5	3	3	107.50	44.00	12.62	2,535
Plainfield.....	4	5	232	138	10	1	5	6	32.00	17	40	1	1	72.00	29.00	20.20	3,400
Portsmouth.....	1	23	2,330	1,461	11	22	34	83	33	25.00	2	32	6	506.00	506.00	44.00	67,500
Raymond.....	10	11	263	201	8	11	17	35	17.75	6	7	6	6	79.00	84.00	13.00	3,400
Rye.....	4	4	229	136	2	2	4	8	41.25	23	0	1	1	50.00	50.20	25.05	2,400
Salem.....	10	11	478	289	5	11	16	39	22.36	7	5	7	7	110.00	129.00	23.90	8,125
Sandown.....	4	4	150	108	5	1	4	8	30.00	18	50	3	3	34.00	37.80	17.95	425
Seabrook.....	5	5	427	210	25	3	5	8	38.00	22	70	5	5	71.00	48.00	24.40	2,750
South-Hampton.....	3	3	119	83	6	3	4	10	20.22	59	50	3	3	88.00	35.00	24.83	1,900
So. Newmarket.....	2	4	186	150	1	4	8	48	26.50	4	4	3	3	53.32	40.80	23.53	7,100
*Stratham.....	4	4	150	133	3	2	4	6	38.50	24	50	1	1	78.00	58.00	19.50	7,100
Windham.....	7	7	215	172	17	7	14	25	25.55	2	1	4	4	78.00	58.00	19.50	7,100

## COUNTY OF

Barrington.....	15	15	514	348	24	3	15	4	29.00	14	86	1	2	3107.00	88.00	13.00	7,500
Dover.....	12	32	1814	1393	4	42	46	77	33	26.33	2	4	7	247.00	672.50	28.73	60,700
Durham.....	10	10	518	415	3	11	14	32	25.30	2	2	4	4	87.00	93.00	18.00	8,600
Farmington.....	16	18	605	423	22	5	16	24	36.90	8	04	7	7	186.00	181.00	20.40	7,000
Lee.....	7	7	195	159	1	7	11	30	22.00	36	68	69	69	36.00	68.60	14.94	1,200
Madbury.....	4	4	103	63	15	4	6	11	21.37	1	39	42	42	29.00	42.00	20.25	1,000
Middleton.....	4	4	150	104	2	3	5	30	18.67	1	24	20	20	24.00	29.00	13.25	1,200
Milton.....	12	13	363	302	2	13	21	38	20	25	2	4	4	57.50	72.20	12.30	7,900
New-Durham.....	14	14	335	246	21	21	18	38	19.61	1	1	9	9	63.00	92.00	11.07	4,725
Rochester.....	20	24	947	696	90	10	24	46	41	71	4	33	6	1049.00	101.50	31.31	7,650
Rollinsford.....	6	8	367	263	3	4	7	12	51.71	4	33	3	6	2155.00	258.00	34.46	17,900
Somersworth.....	3	15	995	663	3	2	24	26	74.55	23	50	3	20	1312.00	178.00	15.79	3,300
Stratford.....	20	19	523	324	33	5	19	26	29.00	18	15	6	10	1312.00	178.00	15.79	3,300

several Towns and Cities in the State, for the School Year 1867-8.

ROCKINGHAM.

Estimated value of maps, charts, reference books, black-boards, globes, and other school apparatus.	No. of school-houses unfit for use.	Cost of school-houses built and repaired during the year.	Compensation of school committee.	No. of volumes in school, district, social, or town library.	Amount of money raised by tax for support of schools.	Amount of money raised by tax beyond what the law requires.	Amount contributed by districts or individuals, in board, fuel, and money, to prolong the schools.	Amount of income from the surplus revenue money.	Amount of the Literary Fund.	Amount of railroad tax for support of schools.	Amount of income from local funds for the schools.	Average amount appropriated for each scholar.	Visits by school committees.	Visits by prudential committees.	Visits by citizens.	Academies and permanent schools.
56.00	2	12.00	12.00	372.00	372.00			15.00	15.00		4.00	24	2	173	1	
20.75	2	35.00	35.00	513.12	513.12		66.00	34.05	34.05		2.91	36	17	307	1	
17.00	1	16.00	16.00	495.34	495.34		59.00	21.00	23.00		3.74	22	3			
40.50	1	35.00	35.00	1,599.00	1,599.00		74.00	55.55	55.55		3.85	56	13	499		
60.00	1	40.00	40.00	697.00	697.00		32.00	40.00	55.00		2.85	30	7	329	1	
74.00	1	15.00	15.00	338.00	338.00			29.00	29.00		3.31	17	2	130		
50.00	2	95.25	95.25	2,000.00	1,200.00	20.00		67.20	67.20		4.40	67	13	542	1	
40.00	2	50.00	50.00	1,076.96	1,076.96			66.60	66.60		2.69	32	13	367	2	
33.00	3	10.00	10.00	446.00	446.00			54.09	24.80	120.00	2.91	35	9	235	2	
175.00	1	65.00	65.00	5,858.00	3,300.00			110.27	127.65	407.82	9.25	126		174		
9.00	1	20.00	15.00	335.5	335.5			23.52	23.52		3.15	14	2	100		
40.00	1	30.00	30.00	230.00	230.00			5.00	5.00		6.53	12		200		
166.00	1	718.00	12.00	197	716.01			24.75	15.00		4.23	11	6	181	1	
32.00	1	1,300.00	25.00	550	844.00		40.00	32.72	32.72	39.52	4.23	35	5	526		
30.00	4	100.00	25.00	550	844.00			45.55	52.45		3.28	34	16	106	1	
30.00	1	15.00	15.00	604.00	604.00			12.30	12.30		6.49	25	8	95	1	
20.00	2	12.00	12.00	450	418.00			15.74	15.74		3.84	12	1	35		
150.00	2	23.00	23.00	672.00	672.00			36.90	18.00		2.46	15	10	180	1	
90.00	2	150.00	40.00	320	986.00		135.00	100.00	200.00		3.18	46	31	889		
	1	325.00	5.00	312.00	312.00	225.00		26.40	26.40		5.16	15	6	45		
15.00						50.00		20.00			3.90	20	6		45	
50.00						100.00					4.05	60	15	304		
24.00	2	188.00	20.00	648.00	648.00	260.00		29.00	26.00		3.40	22	8	171		
30.00	2	16.00	16.00	670.68	670.68	48.00		23.10	23.10		3.67	14	8	114	2	
37.00	1	30.00	30.00	700	720.00		28.00	67.80	67.80		81.00	2.67	25	5	197	
21.00	2	40.00	40.00	591.00	591.00		68.50	46.95	46.95		57.08	2.31	35	15	277	
9.00	1	1,500.00	10.00	441.90	441.90			22.20	22.20		2.04	15	3	51		
500.00	1					3,566.00		406.65	406.65		7.70	129		169		
10.00	2	20.00	225	694.00	200.00	16.00		35.00	70.22	71.00	3.47	43	9	112		
107.50	1	90.00	10.00	300	800.00	194.00		73.88	73.88		3.49	19	2	189		
28.00		65.00	50	1,248.55	300.00	132.00		117.12	402.80		3.97	41	11	273		
12.00		15.00	15.00	370.00	370.00			79.80	79.80		2.60	76	3	142		
58.00		150.00	18.00	850.00	260.00			57.00	58.86		2.26	19	1	27	1	
101.00		15.00	25	460.00	460.00			16.05	16.05		3.50	14	3	115		
		25.00	25.00	1,016.00	509.00			27.45	27.45		5.61	18		45		
		24.00	700.00	700.00	700.00			28.80	28.80		4.85	20	4	126		
68.00		48.00	38.50	560.00	560.00		131.00	28.95	28.95		180.00	4.18	38	12	338	

STRAFFORD.

15.00	2	50.00	50.00	818.09	818.09	2.25		81.00	38.00		2.19	40	17	370	1
450.00	2	135.00	135.00	5,984.09	5,984.09	7800.00		292.95	158.00		7.83			226	1
107.00	3	735.41	40.00	1,235.60	385.60	25.00		45.60	45.60		2.52	37	7	266	
10.00	3	150.00	750	1,774.00	500.00	124.00	180.00	333.21	271.06	180.00	4.73	156	41	679	
30.00	1	30.00	30.00	627.44	627.44			28.05	28.05		3.36	26		215	
5.00	1	11.00	327.00	327.00	327.00	5.00		15.90	10.56	12.42	3.53	18	5	56	
95.00	1	15.00	252.00	252.00	252.00			6.00	6.00	20.00	1.85	7			
55.00	4	33.00	700.00	700.00	700.00			47.50	23.02	30.00	2.21	44	18	153	1
187.00	8	40.00	524.00	524.00	524.00	73.00		43.20	56.54	180.00	2.62	40	11	284	
373.00	3	125.00	800	2,092.12	500.00	550.00		159.50	660.00		4.18	104	12	219	
306.00	1	30.00	140	2,000.00	648.00	1200.00		49.35	49.35		8.85	47	3	203	
77.00	7	60.00	4790	5,500.00	2,522.00			138.30	138.30		5.66	133	53	824	
	1	550.00	60.00	910.75	500.00	204.50					3.11	78	14	489	1



## COUNTY OF

TOWNS.	Number of districts.	Number of schools.	Whole number of <i>different</i> scholars 4 years of age and upward, attending school not less than two weeks	Average attendance of scholars during the year.	No. of children between 4 and 14 years of age not attending school.	No. male teachers em. during the y'r.	No. female teachers em. during the y'r.	No. different persons em. as teachers.	Average wages of male teachers a month, including board.	Average wages of female teachers a month, including board.	No. of teachers teaching for first time.	No. of teachers teaching the same school two or more successive terms.	No. of teachers employed who have attended teachers' institutes.	Whole length of summer schools in weeks and decimals of a week.	Whole length of winter schools, in weeks and decimals of a week.	Average length of schools for the year in weeks and decimals of a week.	Estimated value of school-houses and lots, with appurtenances.	
Alston	12	20	503	351	...	3	19	26	30.67	18.00	1	1	5	5	161.00	137.50	113.92	...
Barnstead	16	16	4	4	31	15	6	15	25	25.85	16.92	...	...	5	120.50	118.50	144.03	5,115
Centre Harbor	8	8	135	103	3	8	8	8	...	16.06	...	...	...	2	29.50	51.00	11.50	900
Gilford	14	16	643	292	25	2	15	23	18.00	20.70	...	...	12	77.00	94.50	12.50	2,540	
Gilmanston	18	8	448	330	12	4	17	27	28.30	16.29	1	4	9	154.00	90.00	13.55	5,000	
Iaonia	5	7	354	303	...	...	7	11	...	24.68	1	5	4	4	71.00	85.00	22.99	7,300
Meredith	18	18	392	327	19	18	18	22	...	20.94	...	...	...	8	85.00	144.50	12.75	4,500
New Hampton	17	16	306	196	6	1	16	21	8.00	17.53	...	...	5	72.50	71.00	8.97	3,400	
Sambornton	12	32	480	331	34	...	22	26	...	20.36	...	...	8	163.00	182.00	15.70	7,545	
Upper Gilmanston	12	12	303	215	13	1	12	16	36.00	18.13	2	4	6	65.00	142.00	17.75	5,300	

## COUNTY OF

Allaby	8	8	107	82	10	8	8	16.66	18.00
Barlett	6	6	232	176	15	6	8	19.09	33.00
Brookfield	5	5	56	84	1	4	5	30.00	20.00
Charlham	7	7	164	128	1	7	8	20.00	63.00
Conway	19	18	377	268	14	2	17	26.50	171.00
Eaton	11	11	245	140	23	5	7	12.30	46.83
Edlingham	10	10	322	209	6	10	18	29.00	79.00
Freedom	9	8	218	150	7	5	8	26.35	36.00
Harri's Location	1	1	6	6	1	1	1	20.00	7.00
Jackson	4	4	110	88	2	3	6	51.50	19.00
Madison	8	8	283	213	1	1	1	26.00	49.00
Moultonborough	17	16	397	268	36	12	14	26.30	98.66
Ossipee	21	20	573	395	21	5	16	23	60.00
Sandwich	19	19	602	422	4	19	29	32.16	158.00
Tamworth	16	17	407	297	1	1	17	18	100.00
Tuftenborough	11	11	297	198	5	1	11	16	35.50
Wakefield	11	12	299	205	12	4	12	20	77.59
Wolf borough	16	16	548	353	14	3	16	28	118.50

COUNTY OF

Albiontown	4	1	123	88	9	4	7	111	21.12	...	...	38.00	41.00	19.75	60				
Andover	13	13	365	277	39	2	12	18	18.50	18.25	5	4	5	104.50	75.67	13.86	2.2	0	
Boscawen	8	9	311	179	29	2	9	15	36.00	23.46	6	3	10	94.00	99.50	21.50	1.37	5	
Bow	14	14	194	145	...	2	14	19	22.50	19.86	3	3	11	106.50	90.00	14.04	1,000	...	
Bradford	12	63	240	151	5	2	13	20	7.50	8.56	...	1	2	97.50	143.50	18.54	...	...	
Canterbury	12	12	313	259	12	1	12	20	30.00	16.66	...	...	6	113.00	93.50	17.24	4,000	...	
*Chichester	8	8	291	171	...	1	8	13	33.00	16.00	...	...	...	...	...	18.00	2,400	...	
Comard	20	48	2,512	1820	...	2	52	64	78.50	25.00	6	8	32	9	63.00	531.23	21.90	48,150	...
Dunbarton	11	11	247	163	14	3	11	19	23.33	14.18	2	6	10	191.50	115.50	2.00	4,000	4,950	
Edmon	16	9	959	173	...	1	9	13	20.00	7.64	...	...	4	67.00	76.00	15.88	2,075	...	
Franklin	12	15	534	331	50	4	15	22	41.39	20.20	2	9	12	174.00	165.00	22.60	4,480	...	
Henniker	12	12	330	220	23	4	12	22	35.50	18.00	4	3	7	88.50	113.00	16.79	6,325	...	
Hooksett	9	9	327	174	6	1	9	12	27.00	24.33	...	...	4	190.00	57.00	17.44	3,650	...	
Hopkinton	21	21	481	350	14	6	21	20	31.33	19.00	8	11	15	163.00	27.00	13.40	5,220	...	
London	14	14	391	253	3	3	13	20	27.11	19.50	...	5	4	98.50	118.00	15.46	5,060	...	
Newbury	12	12	174	132	5	...	12	19	...	19.63	2	2	3	64.50	138.00	11.37	2,915	...	
New London	7	7	238	153	5	2	7	15	34.00	18.00	...	...	6	68.00	77.00	24.71	2,100	...	
Northfield	11	10	188	124	10	...	10	15	...	17.03	7	3	4	69.00	81.00	17.06	1,200	...	
Pembroke	9	10	423	231	135	...	1	10	17.39	08.92	...	...	7	27.00	103.00	23.00	2,950	...	
Pittsfield	10	10	396	300	...	6	10	16	39.75	18.31	...	...	8	99.00	99.40	14.04	2,400	...	
Salisbury	11	11	229	169	21	2	11	16	32.50	18.40	...	...	3	142.50	63.00	17.95	1,315	...	
Sutton	14	14	253	183	32	3	14	19	31.67	8.00	...	...	6	64.00	116.00	12.86	2,550	...	
Warner	23	23	389	277	18	1	23	31	30.00	17.69	2	9	14	69.50	147.50	17.60	...	...	
Webster	9	9	300	137	18	2	9	14	27.66	20.72	3	2	6	56.00	89.50	16.6	3,000	...	
Wilmot	14	14	254	184	24	1	14	20	20.00	17.65	...	...	7	110.00	89.00	13.70	6,300	...	

BEIKNAP.

<i>Estimated value of maps, charts, reference books, black-boards, globes, and other school apparatus.</i>	<i>No. of school-houses unit for use.</i>	<i>Cost of school-houses built and repaired during the year.</i>	<i>Compensation of school committee.</i>	<i>No. of volumes in school, district social, or town library.</i>	<i>Amount of money raised by tax for support of schools.</i>	<i>Amount of money raised by tax beyond what the law requires.</i>	<i>Amount contributed by districts or individuals, in board, fuel, and money, to prolong the schools.</i>	<i>Amount of income from the surplus revenue money.</i>	<i>Amount of the Literary Fund</i>	<i>Amount of railroad tax for support of schools.</i>	<i>Amount of income from local funds for the schools.</i>	<i>Average amount appropriated for each scholar.</i>	<i>Visits by school committees.</i>	<i>Visits by prudential committees.</i>	<i>Visits by citizens.</i>	<i>Academies and permanent schools.</i>
13.50	3	500.00	75.00	...	994.00	500.00	...	...	87.95	126.05	...	...	...	...	...	...
15.00	1	...	55.00	...	1,000.00	161.00	158.00	...	69.69	...	139.29	...	...	...	...	...
15.00	7	...	10.35	...	211.67	...	48.00	...	29.82	...	...	...	...	...	...	...
75.00	6	609.00	105.00	...	1,272.00	...	...	...	107.55	50.45	33.60	...	...	...	...	...
75.00	...	...	75.00	...	1,009.00	...	...	...	73.95	...	...	...	...	...	...	...
31.00	3	...	50.00	...	979.70	...	...	...	58.95	261.35	3.67	41.30	190	...	...	...
85.00	9	75.00	75.00	...	1,126.00	150.00	337.00	...	65.40	159.75	4.30	45.4	236	...	...	...
18.00	...	...	...	...	624.00	...	...	...	50.00	19.43	2.26	72	3	137	1	...
104.00	7	658.00	158.00	...	1,631.16	300.00	58.00	...	...	109.00	171.00	4.08	36	12	364	1
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## COUNTY OF

## TOWNS.

TOWNS.	Number of districts.	Number of schools.	Whole number of <i>different</i> scholars 4 years of age and upward, attending school not less than two weeks.	Average attendance of scholars during the year.	No. of children between 4 and 14 years of age not attending school.	No. male teachers em. during the y.r.	No. female teach's em. during the y.r.	No. different persons em. as teachers.	Average wages of male teachers a month, including board.	Average wages of female teachers a month, including board.	No. of teachers teaching for first time.	No. of teachers teaching the same school two or more successive terms.	No. of teachers employed who have attended teachers' institutes.	Whole length of summer schools in weeks and decimals of a week.	Whole length of winter schools in weeks and decimals of a week.	Average length of schools for the year in weeks and decimals of a week.	Estimated value of school-houses and lots, with appurtenances.
Amherst	12 12		330	228	29	3 14 24	20 33	22 35	7	2	5	119.00	128.00	20.58	8	8,000	1,672
† Andrum	12 13		272	214	27	3 12 17	34.00	20.47	4	3	4	129.00	104.50	17.96	1	3,920	3,920
Bedford	13 13		301	197	27	4 13 24	28.95	20.61	7	3	4	129.00	104.50	17.96	1	3,920	3,920
† Bennington	5 5		91	72	1	5 7	37.00	20.60	1	1	1	44.00	33.00	16.00	1	3,000	3,000
Brookline	7 7		188	128	3	7 14 41	00	23.28	6	1	7	91.00	88.50	16.32	4	3,505	3,505
Deering	11 11		202	143	14	6 11 19	31.92	16.40	6	1	7	91.00	88.50	16.32	4	3,505	3,505
Francestown	11 11		236	153	13	4 9 17	33.50	20.55	1	1	8	98.00	95.50	17.59	4	3,505	3,505
Goffstown	15 15		422	281	39	6 15 26	34.33	21.29	3	5	12	124.00	131.00	17.00	2	2,365	2,365
Greenfield	9 9		171	102	1	9 13	19	33.00	3	5	5	71.00	41.00	12.44	1	3,200	3,200
Hancock	9 9		196	147	1	9 15	47.00	20.83	1	1	5	57.00	88.50	16.17	1	3,200	3,200
Hillsborough	19 20		457	300	36	2 19 36	25.00	11.10	4	5	10	124.50	199.00	16.67	1	4,200	4,200
Hollis	14 14		304	196	12	2 14 23	36.00	20.73	4	5	11	115.00	128.00	17.36	5	5,600	5,600
Hudson	10 10		288	203	35	2 10 14	31.00	20.80	4	5	5	79.00	56.00	13.50	4	4,000	4,000
Litchfield	4 4		90	68	3	3 3	85.33	21.66	4	5	4	25.00	41.00	16.50	2	2,000	2,000
Lyndeborough	10 10		236	177	9	10 15	19	33.00	4	5	4	71.00	93.16	16.42	3	3,000	3,000
Manchester	11 55		4,655	2510	659	92 98	33	34.00	67	4	12	111.00	11.00	40.00	134.00	134.00	134.00
Mason	9 10		340	216	7	5 10	14 46	00	4	4	2	115.00	93.00	20.80	4	4,000	4,000
Merrimack	12 12		247	188	1	112 10	32.00	22.56	2	2	5	108.00	100.00	17.33	3	3,700	3,700
Milford	8 11		495	329	72	3 13	16 71.07	23.69	8	6	12	147.00	134.00	25.55	18	18,750	18,750
Mont-Vernon	5 5		134	84	12	5 8	19	33.00	4	5	2	51.00	48.00	19.00	2	2,400	2,400
Nashua	11 25		1,906	1,121	406	2 32 44	91.67	25.46	3	15	9	473.00	251.00	28.96	49	49,000	49,000
New Boston	17 18		363	220	4	2 18 28	28.00	19.00	1	1	9	113.00	170.00	15.72	8	8,620	8,620
New Ipswich	13 13		329	179	2	2 13 23	35.50	23.53	6	2	11	104.00	127.00	17.77	6	6,900	6,900
Pelham	6 6		209	136	8	1 6 9	38.00	23.66	6	11	2	66.00	71.00	22.83	3	3,250	3,250
Peterborough	11 13		542	328	4	4 13 22	42.60	20.32	6	11	6	129.00	143.00	20.92	9	9,200	9,200
Sharon	3 3		57	43	1	3 5	39.00	14.00	1	1	1	15.00	28.00	14.33	1	1,950	1,950
Temple	6 6		119	80	1	6 11	18	76.00	1	4	5	51.50	53.00	17.41	1	1,950	1,950
Weare	16 17		551	387	12	11 16	32 32.87	20.97	6	2	9	137.40	147.50	16.73	11	11,625	11,625
Wilton	10 11		314	163	3	3 7 10	40.33	19.00	3	2	7	122.00	105.00	20.63	5	5,036	5,036
Windsor	4 4		20	24	2	4 4	16	20.00	1	1	1	6.00	20.00	6.50	1	80	80

## COUNTY OF

Alstead	13 12	322	236	2	12 21 37.75 18.80	2	2	2	90.00	117.50	17.29	2	3,500
Chesterfield	15 16	294	230	6	3 16 22 36.00 19.31	4	3	11	105.00	104.00	21.23	7	7,200
Dublin	10 10	383	199	11	4 10 18 42.00 28.10	4	3	11	105.00	104.00	21.23	7	7,200
Fitzwilliam	11 12	383	275	2	1 12 19 48.00 24.54	2	7	13	101.50	124.00	18.79	6	6,900
Gilsum	7 7	154	116	7	3 7 10 26.66 9.25	4	1	3	36.00	69.50	16.50	1	1,000
Hinsdale	8 10	358	227	2	2 10 17 28.62 13.55	3	9	10	115.50	62.00	17.75	8	8,750
Jaffrey	13 14	405	262	1	1 14 21 33.33 21.67	3	9	5	36.00	127.50	18.82	8	8,000
Keene	11 23	1,635	829	92	1 24 34 83.33 25.21	2	12	17	319.00	242.00	24.39	19	19,350
Marlborough	8 9	285	175	20	9 15 19 33.00 20.75	2	2	7	75.00	82.00	17.50	3	3,250
Marlow	8 9	199	146	7	2 9 13 35.50 19.87	3	2	4	52.00	76.56	14.28	2	2,500
Nelson	8 8	192	143	11	8 13 36.00 23.28	3	2	4	52.00	76.56	14.28	2	2,500
Richmond	14 14	244	176	13	2 14 19 21.66 19.36	1	2	10	78.50	84.50	17.61	4	4,400
Rindge	12 10	297	260	4	10 19 37.62 24.20	3	1	7	88.00	99.50	18.75	7	7,250
Roxbury	3 3	55	43	1	3 6 35.00 20.60	3	1	1	28.00	9.00	12.33	1	1,000
Stoddard	9 8	215	169	17	8 13 24 50 17.96	2	1	1	62.00	46.00	13.50	1	1,000
Sullivan	5 5	72	48	5	5 8 20 60 20.00	2	1	2	35.00	53.00	17.60	3	3,800
Surry	4 4	88	60	11	4 6 10 00 10.00	1	1	2	17.00	36.00	13.25	8	8,000
Swanzy	13 13	472	317	2	2 13 21 33.33 21.67	3	3	17	85.70	142.00	17.57	8	8,000
Troy	6 7	196	120	1	1 7 10 60.00 22.08	2	4	4	61.00	55.00	19.33	3	3,900
Walpole	14 15	505	310	29	5 15 28 44.50 21.44	5	9	5	218.50	117.00	22.83	8	8,100
† Westmoreland	13 13	379	212	19	1 12 14 28.00 20.10	12	6	6	95.00	126.00	17.00	1	1,920
Winchester	21 24	636	478	27	1 24 35 50 00 16.94	1	1	1	194.00	186.00	15.44	5	5,000



# HILLSBOROUGH.

Estimated value of maps, charts, reference books, black-boards, globes, and other school apparatus.	No. of school-houses unfit for use.	Cost of school-houses built and repaired during the year.	Compensation of school committee.	No. of volumes in school, district, social, or town library.	Amount of money raised by tax for support of schools.	Amount of money raised by tax beyond what the law requires.	Amount contributed by districts or individuals, in board, fuel, and money, to prolong the schools.	Amount of income from the surplus revenue money.	Amount of the Literary Fund.	Amount of railroad tax for support of schools.	Amount of income from local funds for the schools.	Average amount appropriated for each scholar.	Visits by school committees.	Visits by prudential committees.	Visits by citizens.	Academics and permanent schools.
125.00	1	500.00	50.00	320	1,600.00	650.00	328.76	49.50	49.50	200.00	5.99	63.54	676	676	676	676
82.00	1	50.00	50.00	70	722.00	722.00	408.13	40.65	40.65	32.87	3.86	48.18	617	617	617	617
17.00	1	50.00	50.00	100	841.35	841.35	16.00	30.00	30.00	14.55	4.78	55.19	416	416	416	416
50.00	1	35.00	35.00	400	443.00	443.00	16.00	30.00	30.00	14.55	5.40	20.2	146	146	146	146
17.00	1	37.11	37.11	400	700.00	700.00	200.00	175.00	175.00	32.40	3.97	35.8	182	182	182	182
23.30	6	600.00	57.00	759.66	759.66	759.66	200.00	175.00	175.00	32.40	4.76	40.10	128	128	128	128
25.00	9	2,000.00	58.00	778.68	778.68	778.68	310.50	61.95	85.05	82.05	60.00	3.51	56.15	394	394	394
102.00	1	65.00	65.00	1,000.00	1,000.00	1,000.00	40.00	30.00	30.00	33.93	3.33	27.8	167	167	167	167
14.00	1	25.00	25.00	510.00	510.00	510.00	200.00	29.40	33.93	33.93	4.45	33.9	245	245	245	245
70.00	1	42.00	42.00	600	800.00	800.00	300.00	61.62	61.62	40.00	4.23	66.5	504	504	504	504
14.00	1	93.82	93.82	1,387.88	1,387.88	1,387.88	529.75	40.00	40.00	40.00	4.23	66.5	511	511	511	511
43.00	1	50.00	50.00	1300	1,199.30	1,199.30	40.00	50.00	50.00	13.00	2.77	33.11	355	355	355	355
15.50	1	500.00	40.00	20	700.00	700.00	50.00	50.00	50.00	13.00	4.59	20.8	74	74	74	74
43.00	1	20.00	20.00	110	400.00	400.00	300.00	100.00	100.00	7.00	2.79	33.16	320	320	320	320
40.00	1	230.00	62.25	320	748.60	748.60	300.00	100.00	100.00	55.70	47.60	2.79	33.16	320	320	320
000.00	1	300.00	12.80	13000	38,000.00	38,000.00	18,405.00	53.10	70.27	599.29	4.81	52.16	424	424	424	424
111.00	1	96.00	96.00	125	912.13	912.13	210.00	42.15	107.85	107.85	4.94	52.17	424	424	424	424
94.00	1	260.00	50.00	614	3,000.00	3,000.00	614.16	81.15	81.15	3.33	7.30	182.47	2845	2845	2845	2845
117.00	1	100.00	100.00	100	500.00	500.00	20.00	22.08	22.08	3.33	4.07	23.8	201	201	201	201
10.00	1	1,200.00	190.00	3000	10,214.00	2,700.50	357.00	285.00	285.00	15.75	15.00	4.47	78.20	510	510	510
170.00	2	78.00	78.00	200	1,200.00	1,200.00	357.00	51.75	51.75	38.89	80.99	4.80	71.23	988	988	988
216.00	2	796	796	1,500.00	580.00	580.00	69.00	31.20	31.20	38.89	4.53	30.9	137	137	137	137
67.00	1	30.00	30.00	2,000.00	2,000.00	2,000.00	69.00	75.00	75.00	38.89	3.76	75.41	894	894	894	894
67.00	1	30.00	30.00	2,347	2,000.00	2,000.00	28.00	8.55	8.55	38.89	3.65	15.9	124	124	124	124
62.64	2	10.00	10.00	60	200.00	200.00	30.00	17.40	17.40	38.89	4.64	23.13	306	306	306	306
92.00	2	585.00	25.00	60	1,197.06	1,197.06	435.00	288.25	130.00	147.97	1.20	3.53	68.23	687	687	687
25.00	2	80.00	80.00	150	1,500.00	1,500.00	288.25	130.00	130.00	147.97	4.91	78.33	318	318	318	318
150.00	1	280.00	60.00	150	1,500.00	1,500.00	288.25	130.00	130.00	147.97	4.91	78.33	318	318	318	318
7.00	1	5.00	5.00	92.00	92.00	92.00	288.25	130.00	130.00	147.97	4.91	78.33	318	318	318	318

# CHESTER.

90.00	8	35.00	35.00	1,400.00	400.00	258.50	80.55	4.34	46.33	484	484	484	484	484	484	484
145.00	4	90	60.00	1800	675.28	3.50	45.00	4.23	79.56	857	857	857	857	857	857	857
82.00	1	63	64.00	550	1,500.00	1,500.00	56.70	4.06	53.27	680	680	680	680	680	680	680
10.00	2	12.00	12.00	571.65	265.00	265.00	28.35	3.89	24.10	360	360	360	360	360	360	360
48.00	1	7,100	25.00	350	892.00	500.00	47.55	2.62	41.15	444	444	444	444	444	444	444
42.75	1	50.00	412	1,542.00	242.00	242.00	152.38	4.23	52.22	889	889	889	889	889	889	889
1100.00	1	10,000	100.00	2535	6,300.00	1,800.00	140.55	6.22	725.12	2900	2900	2900	2900	2900	2900	2900
51.00	1	40.00	2000	840.00	300.00	300.00	40.00	65.44	59.00	3.91	40.26	582	582	582	582	582
20.00	2	20.00	20.00	512.00	66.00	60.30	29.65	9.20	26.85	3.53	28.11	295	295	295	295	295
100.00	3	25	35.50	700.00	100.00	40.75	25.35	6.17	4.02	32.10	358	358	358	358	358	358
15.00	4	25	35.00	450	715.25	200.00	34.35	3.46	42.21	62	62	62	62	62	62	62
144.00	2	55.00	55.00	1,335.51	577.41	577.41	50.10	14.41	4.71	55.45	8.1	139	139	139	139	139
5.00	1	8.00	8.00	200.00	200.00	200.00	8.70	3.78	30.17	212	212	212	212	212	212	212
4.70	2	30.00	30.00	539.19	76.00	76.00	31.05	3.09	30.17	108	108	108	108	108	108	108
19.00	1	20.00	20.00	500.00	120.00	120.00	13.50	7.13	8.4	82	82	82	82	82	82	82
15.00	2	12.00	12.00	314.00	35.00	35.00	3.00	3.96	58.34	957	957	957	957	957	957	957
60.00	2	4,000	50.00	1,500.00	195.00	40.00	76.65	3.34	56.13	543	543	543	543	543	543	543
43.00	1	60	70.00	324	800.00	320.00	30.00	26.70	24.00	4.49	6.09	99.38	1464	1464	1464	1464
115.00	1	125.00	1350	3,000.00	1,034.00	1,034.00	73.80	4.04	50.4	389	389	389	389	389	389	389
11.00	1	51.00	1,200.00	1,200.00	372.50	100.00	106.36	20.43	110.85	4.24	4.04	84.33	890	890	890	890
75.00	3	87.00	2000	2,000.00	372.50	100.00	97.92	4.04	84.33	890	890	890	890	890	890	890

## COUNTY OF

TOWNS.	Number of districts.	Number of schools.	Whole number of scholars 4 years of age and upward, attending school not less than two weeks	Average attendance of scholars during the year	No. of children between 4 and 14 years of age, not attending school.	No. male teachers em. during year.	No. female teachers em. during year.	No. different persons em. as teachers.	Average wages of male teachers a month, including board.	Average wages of female teachers a month, including board.	No. of teachers teaching for first time.	No. of teachers teaching same school two or more successive terms.	No. of teachers employed who have attended teachers' institutes.	Whole length of summer schools in weeks and decimals of a week.	Whole length of winter schools in weeks and decimals of a week.	Average length of schools for the year in weeks and decimals of a week.	Estimated value of school-houses and lots, with appurtenances.	
Acworth	13	13	310	197	7	13	22	31	00	18.17	1	8	4	10	50	104.50	5.84	2,400
Charlestown	4	5	438	202	20	3	5	21	30.00	22.42	1	8	10	152.00	104.00	2.07	7,350	
Claremont	19	24	818	548	5	5	24	40	35	20	18.50	4	12	280	300	24.17	85,000	
Cornish	6	16	345	213	18	6	16	30	30	5.00	4	6	3	158.50	110.00	17.16	4,700	
Croydon	9	6	187	132	7	1	6	11	16	00	17.92	1	2	3	42.00	59.00	6.83	2,550
Goshen	5	5	114	77	8	3	5	10	27	50	16.20	2	2	3	46.00	50.00	19.29	1,800
Grandham	8	8	151	104	5	5	8	14	.....	19.56	.....	.....	3	62.00	67.00	16.12	1,325	
Langham	6	6	93	65	2	2	5	10	32	50	22.75	1	2	2	40.00	60.00	16.66	1,650
Leipsic	9	9	175	110	18	4	9	15	30	50	6.85	4	4	3	84.00	98.00	20.22	3,325
Newport	16	16	451	346	33	5	6	25	39	40	19.60	6	5	5	118.00	150.00	17.34	5,045
Platafield	16	16	342	250	4	2	16	25	33	00	17.68	.....	.....	134.00	108.00	20.6	4,800	
Springfield	14	2	269	206	27	1	2	10	21	00	16.00	4	4	.....	75.50	86.50	13.59	2,000
Sumner	9	9	221	160	2	3	9	16	31	00	18.00	.....	.....	4	77.00	49.80	14.09	3,600
Unity	12	9	292	135	10	.....	9	2	.....	13.51	.....	.....	4	51.00	85.00	15.11	1,750	
Washington	10	10	170	150	11	2	9	15	28	50	18.17	.....	.....	7	47.50	77.00	12.45	2,200

## COUNTY OF

Alexandria	14	14	244	190	1	1	13	19	32	00	18.04	5	1	3	23.00	63.50	10.81	4,300	
Bath	12	13	290	200	14	4	13	24	8	83	18.70	3	2	3	105.00	17.00	17.85	4,017	
Benton	6	6	105	68	5	4	5	9	32	50	17.50	4	.....	2	44.00	58.00	17.00	2,375	
Bethlehem	11	11	258	184	24	9	11	15	37	00	19.07	4	2	4	73.00	70.00	14.20	3,965	
Bridgewater	10	8	152	114	7	1	8	11	20	00	16.42	2	1	2	51.00	40.00	11.27	1,450	
Bristol	9	12	310	258	2	.....	12	15	.....	19.17	3	1	3	51	34	76	33	10.64	15,300
Canaan	14	14	363	243	15	6	14	20	32	50	21.22	3	2	3	79.00	145.00	16.60	5,775	
Canaan	21	22	500	302	19	1	22	32	50	00	17.40	3	10	9	218.50	193.40	18.72	4,563	
Danbury	10	9	200	150	18	3	9	15	24	33	16.23	1	2	3	62.00	92.00	17.00	2,350	
Dunchester	12	10	227	139	15	.....	10	13	.....	16.23	2	3	.....	63.50	38.20	10.67	1,275		
Ellsworth	2	2	79	42	5	1	2	3	27	60	17.00	.....	.....	.....	8.00	19.00	13.50	500	
Enfield	16	17	465	294	27	3	17	6	25	33	20.02	3	10	6	168.00	185.00	20.73	4,735	
Franklin	7	5	133	98	16	1	5	8	30	00	20.00	2	4	1	30.00	52.00	16.40	5,400	
Grafton	13	14	226	172	13	2	11	13	29	50	19.72	.....	.....	2	83.50	95.50	16.18	2,600	
Groton	10	9	171	104	1	.....	9	10	.....	18.91	.....	1	2	2	47.00	27.30	10.61	1,020	
Hanover	18	19	433	305	29	2	19	24	35	00	19.30	.....	.....	4	140.00	162.50	16.80	7,975	
Haverhill	20	20	627	492	41	4	20	35	33	76	20	41	6	2	626.00	187.50	19.27	6,121	
Hebron	7	5	124	97	7	1	5	7	26	00	13.86	.....	.....	1	36.00	12.00	9.60	700	
Hill	10	10	196	142	7	1	10	8	32	00	16.00	.....	6	3	106.00	12.00	11.80	2,400	
Holderness	16	17	411	285	.....	3	16	9	34	00	21.00	.....	.....	2	74.00	156.00	13.53	.....	
Landaff	10	10	248	164	.....	1	10	16	29	77	14	21	7	1	6	49.00	98.00	14.70	5,000
Lebanon	15	19	547	408	.....	1	19	35	26	00	21.28	.....	.....	.....	200.00	227.00	22.50	11,565	
Lisbon	3	1	7	6	12	.....	1	1	.....	14.00	.....	.....	.....	.....	7.00	.....	7.00	200	
Lisbon	12	14	577	446	25	2	14	20	51	50	29.00	1	5	13	25.00	177.50	18.00	6,560	
Litchfield	16	18	683	494	25	.....	18	31	.....	22.02	.....	.....	.....	18	98.00	180.00	15.44	.....	
Lynn	7	7	217	130	7	.....	7	12	.....	18.55	2	2	.....	.....	72.00	74.00	20.09	1,740	
Lynn	14	15	397	264	30	1	15	21	46	00	21.21	.....	.....	.....	139.00	168.00	8.46	6,150	
Mansree	6	6	141	87	.....	.....	6	9	.....	19.98	.....	.....	.....	.....	50.00	60.00	18.35	968	
Orange	7	7	104	80	12	1	7	9	25	00	21.64	3	4	.....	57.00	46.00	14.71	474	
Orford	15	15	271	171	9	1	15	21	28	00	19.50	8	6	7	142.00	150.00	20.00	4,875	
Pleasant	14	13	389	132	14	2	13	18	22	50	16.88	4	7	2	131.00	118.00	19.15	2,765	
Plymouth	11	10	286	242	.....	1	10	11	50	00	29.25	.....	5	5	73.50	84.33	15.78	4,430	
*Ramsey	11	11	296	199	.....	.....	11	17	.....	18.00	.....	.....	.....	.....	71.50	135.50	15.00	.....	
T. Harrison	19	12	245	193	24	1	12	15	27	00	17.60	6	1	.....	73.00	81.00	12.85	3,700	
Warren	10	11	254	186	24	1	11	17	36	00	20.00	2	2	.....	70.00	122.00	15.65	1,650	
Waterville	1	1	10	9	2	1	1	1	.....	18.00	1	.....	.....	.....	8.00	8.00	8.00	200	
Wendworth	13	11	189	139	9	3	11	19	28	50	17.85	.....	.....	8	70.00	88.00	15.80	1,300	
Woodsstock	5	5	148	113	36	.....	5	7	.....	13.80	1	1	1	1	20.00	38.00	11.60	1,450	



SULLIVAN.

Estimated value of maps, charts, reference books, black-boards, globes, and other school apparatus.	No. of school-houses unit for use.	Cost of school-houses built and repaired during the year.	Compensation of school committee.	No. of volumes in school, district, social, or town library.	Amount of money raised by tax for support of schools.	Amount of money raised by tax beyond what the law requires.	Amount contributed by districts or individuals, in board, fuel, and money, to propping the schools.	Amount of income from the surplus revenue money.	Amount of the Literary Fund.	Amount of railroad tax for support of schools.	Amount of income from local funds for the schools.	Average amount appropriated for each scholar.	Visits by school committee.	Visits by prudential committees.	Visits by citizens.	Academies and permanent schools.																
22.00	7	1,500.00	60.00	222.1	945.00	200.00	2,017.37	200.00	54.65	49.00	60.00	3.40	20.00	4.61	102.42	55.80	64.99	24.28	2.55	49.6	302	6.88	2.67	23.10	135	3.63	5.15	13.4	26.3	141	1041	1
85.00	4	1,500.00	75.00	222.1	2,017.37	200.00	2,017.37	200.00	54.65	49.00	60.00	3.40	20.00	4.61	102.42	55.80	64.99	24.28	2.55	49.6	302	6.88	2.67	23.10	135	3.63	5.15	13.4	26.3	141	1041	1
67.00	4	1,500.00	115.00	222.1	2,017.37	200.00	2,017.37	200.00	54.65	49.00	60.00	3.40	20.00	4.61	102.42	55.80	64.99	24.28	2.55	49.6	302	6.88	2.67	23.10	135	3.63	5.15	13.4	26.3	141	1041	1
44.00	13	1,500.00	45.00	222.1	2,017.37	200.00	2,017.37	200.00	54.65	49.00	60.00	3.40	20.00	4.61	102.42	55.80	64.99	24.28	2.55	49.6	302	6.88	2.67	23.10	135	3.63	5.15	13.4	26.3	141	1041	1
14.00	1	650.00	15.00	500	408.58	100.00	314.93	100.00	89.35	29.85	4.94	19.7	19.7	19.7	16.15	29.85	4.94	19.7	19.7	19.7	19.7	6.88	2.67	23.10	135	3.63	5.15	13.4	26.3	141	1041	1
20.00	1	650.00	20.00	500	408.58	100.00	314.93	100.00	89.35	29.85	4.94	19.7	19.7	19.7	16.15	29.85	4.94	19.7	19.7	19.7	19.7	6.88	2.67	23.10	135	3.63	5.15	13.4	26.3	141	1041	1
29.75	3	1,500.00	7.50	250	471.00	150.00	650.00	150.00	276.00	29.85	4.94	19.7	19.7	19.7	16.15	29.85	4.94	19.7	19.7	19.7	19.7	6.88	2.67	23.10	135	3.63	5.15	13.4	26.3	141	1041	1
34.00	1	1,500.00	24.00	250	650.00	150.00	650.00	150.00	276.00	29.85	4.94	19.7	19.7	19.7	16.15	29.85	4.94	19.7	19.7	19.7	19.7	6.88	2.67	23.10	135	3.63	5.15	13.4	26.3	141	1041	1
50.00	6	100.00	55.00	250	1,096.00	100.00	1,096.00	100.00	276.00	29.85	4.94	19.7	19.7	19.7	16.15	29.85	4.94	19.7	19.7	19.7	19.7	6.88	2.67	23.10	135	3.63	5.15	13.4	26.3	141	1041	1
10.00	3	1,500.00	31.75	250	1,096.00	100.00	1,096.00	100.00	276.00	29.85	4.94	19.7	19.7	19.7	16.15	29.85	4.94	19.7	19.7	19.7	19.7	6.88	2.67	23.10	135	3.63	5.15	13.4	26.3	141	1041	1
8.00	3	1,500.00	31.75	250	1,096.00	100.00	1,096.00	100.00	276.00	29.85	4.94	19.7	19.7	19.7	16.15	29.85	4.94	19.7	19.7	19.7	19.7	6.88	2.67	23.10	135	3.63	5.15	13.4	26.3	141	1041	1
82.00	1	1,500.00	31.00	250	1,096.00	100.00	1,096.00	100.00	276.00	29.85	4.94	19.7	19.7	19.7	16.15	29.85	4.94	19.7	19.7	19.7	19.7	6.88	2.67	23.10	135	3.63	5.15	13.4	26.3	141	1041	1
59.00	1	1,500.00	34.00	250	1,096.00	100.00	1,096.00	100.00	276.00	29.85	4.94	19.7	19.7	19.7	16.15	29.85	4.94	19.7	19.7	19.7	19.7	6.88	2.67	23.10	135	3.63	5.15	13.4	26.3	141	1041	1

GRAFTON.

30.00	2	150.00	30.00	76	465.57	175.00	39.00	41.10	142.18	16.76	0.78	29.8	156	1
27.00	1	50.00	50.00	40	450.00	100.00	37.40	1.47	33.36	2.93	29.5	181	1	
20.00	2	16.00	16.00	40	600.00	100.00	20.40	37.40	33.36	2.61	24.6	129	1	
42.50	3	32.00	32.00	40	514.00	515.00	43.05	35.00	75.65	3.50	21.4	91	1	
51.00	3	165.00	50.00	76	1200.00	718.00	53.70	72.00	33.59	3.68	49.9	204	1	
52.75	2	50.00	50.00	40	944.31	39.50	32.10	56.32	105.92	3.66	36.3	142	1	
	1	325.00	35.00	40	278.98	126.57	35.72	1.94	26.4	1.50	150	1		
	1	500.00	6.00	150.00	150.00	68.00	8.85	2.01	5.3	3	20	1		
75.00	1	75.00	996.00	500.00	210.00	45.18	78.28	139.32	4.23	9.25	623	1		
23.00	1	1,200.00	12.00	480.00	480.00	48.00	18.90	9.00	4.53	17	88	1		
15.00	6	33.00	40.00	40	547.49	140.07	36.00	143.69	3.83	47.4	115	1		
7.00	1	33.00	273.68	100.00	273.68	56.45	25.95	2.29	19.8	121	1			
48.00	2	50.00	60.00	1,290.00	511.00	511.00	61.50	24.37	104.13	4.45	69.91	368	1	
5.00	6	350.00	139.00	1,900.00	600.00	200.00	10.00	55.40	5.30	79.15	436	1		
9.00		13.50	150	197.93	380.60	100.00	20.40	34.65	30.00	2.77	13	7	166	
20.00	4	40.00	380.00	100.00	1,209.00	45.00	67.57	24.48	3.85	47.10	141	1		
	4	73.00	1,209.00	466.00	1,209.00	45.00	67.57	24.48	3.85	47.10	141	1		
2.50	4	1,153.00	39.75	466.00	1,209.00	45.00	67.57	24.48	3.85	47.10	141	1		
80.00	3	800	1,956.00	300.00	1,956.00	300.00	88.50	20.00	4.32	55	347	1		
			50.00				3.50		2.82					
92.00	4	60.00	500	1,277.00	50.00	66.75	110.69	24.90	2.62	48.27	253	1		
		32,000	2,000.00	723.74	400.00	52.98	33.98	18.28	3.86	29.10	260	1		
21.00	1	30.00	723.74	400.00	52.98	33.98	100.00	39.90	161.02	3.79	50.11	161	1	
71.00	4	48.00	1700	1,090.65	150.00	150.00	26.82	4.94	32	1.3	88	1		
10.90	1	15.00	360.84	150.00	150.00	150.00	14.10	111.66	5.39	50.10	343	1		
1.91	4	125.00	15.00	350.00	150.00	150.00	44.10	312.50	5.40	52.6	268	1		
62.00	4	300.00	58.55	134	1,066.00	240.00	44.10	111.66	5.39	50.10	343	1		
10.00	2	5.00	45.00	138	688.00	175.00	23.00	312.50	5.40	52.6	268	1		
12.00	3	68.00	984.04	460.93	380.00	200.00	33.25	9.00	88.81	5.56	29.2	120	1	
8.37	6	31.50	380.00	47.00	380.00	200.00	34.20	78.75	3.02	27.15	117	1		
12.50	4	25.00	390	726.00	242.00	51.40	1.50	15.00	3.12	37.7	134	1		
		2.00	46.40	400.00	400.00	400.00	1.50	4.75	2.1	2.1	2.1	2.1	2.1	
5.50		30.00	868.00	400.00	400.00	400.00	36.15	58.16	33.04	4.70	15.3	132	1	
11.00		15.00	154.00	154.00	154.00	154.00	17.10	33.60	1.38	14.3	63	1	1	



## TOWNS.

TOWNS.	Number of districts.		Number of schools.		Whole number of <i>different</i> scholars years of age and upward, attending school not less than two weeks		Average attendance of scholars during the year.		No. of children between 4 and 14 years of age, not attending school.		No. male teachers em. during year.		No. female teachers em. during year.		No. <i>different</i> persons em. as teachers		Average wages of male teachers a month, including board.		Average wages of female teachers a month, including board.		No. of teachers teaching for first time.		No. of teachers teaching same school two or more successive terms.		No. of teachers employed who have attended teachers' institutes.		Whole length of summer schools in weeks and decimals of a week.		Whole length of winter schools in weeks and decimals of a week.		Average length of schools for the year in weeks and decimals of a week.		Estimated value of school-houses and lots, with appurtenances.	
† Berlin.	5	5	105	81	1	5	8	7.50	2	38.00	28.00	13.20	1,900																					
* Cambridge.	1	1	13	...	1	1	1	8.00	1	27.00	30.00	12.00	...																					
Carroll.	3	3	71	46	...	1	3	5.40	6	17.33	...	...	...																					
Clarksville.	4	3	46	25	...	2	1	2	18.00	3	...	...	...																					
Colebrook.	11	11	278	217	52	4	11	23.40	25	24.27	...	...	...																					
* Columbia.	10	10	228	146	34	1	0	17.34	19	25	...	...	...																					
Dalton.	8	8	194	118	12	2	8	17.33	60	19.0	...	...	...																					
Danvers.	7	6	88	76	2	2	4	6.25	09	17.12	3	1	...																					
* Errol.	4	4	60	54	...	4	5	16.00	...	...	...	...	...																					
* Gorham.	3	3	228	174	13	1	3	6.40	00	20.62	...	...	...																					
Jefferson.	2	2	204	168	21	8	1	6.50	...	...	...	...	...																					
Lancaster.	13	14	483	281	66	4	4	28	27.55	19.32	...	...	...																					
Milan.	9	9	185	163	...	3	7	12.34	73	7.84	...	...	...																					
Northumberland.	9	8	180	138	19	3	8	17.33	50	19.4	3	2	...																					
Pittsburg.	9	6	118	77	13	2	6	10.25	16	66	...	...	...																					
Randolph.	3	3	20	15	...	1	3	4.20	10	66	3	2	...																					
Shelburne.	5	5	85	79	5	1	5	8.28	00	19.5	3	1	...																					
Stark.	7	7	101	83	...	7	8	20.00	...	...	...	...	...																					
Stewartstown.	9	9	236	168	29	3	9	10.32	00	17.00	...	...	...																					
Stratford.	9	9	192	150	21	3	9	14.27	33	14.2	3	...	...																					
Whitfield.	9	10	262	213	9	2	10	16.34	10	2.38	3	4	...																					

<i>Estimated value of maps, charts, reference books, black boards, globes and other school apparatus.</i>	No. of school-houses unit for use.	Cost of school-houses built and repaired during the year.	Compensation of school committee.	No. of volumes in school, district, social, or town library.	Amount of money raised by town for support of schools.	Amount of money raised by tax beyond what the law requires.	Amount contributed by districts or individuals in board, fuel, and money to prolong the schools.	Amount of income from the surplus revenue money.	Amount of the Literary Fund.	Amount of railroad tax for support of schools.	Amount of income from local funds for the schools.	Average amount appropriated for each scholar.	Visits by school committees.	Visits by prudential committees.	Visits by citizens.	Academies and permanent schools.		
			4.00		300.00				49.50			3.14	5	1	8			
	1		15.00		40.00			3.00	13.05			3.30	1	1	6			
	1	340.00			276.88	100.88						4.14	12	1	48			
	1		48.00	200	64.00		15.00	9.32	7.65			2.08	6		20			
	1		34.00		1,000.00	500.00	250.00		39.00			4.45	39		108	1		
	1		27.00				346.00		37.00				4.16	34	19	121		
5.00	1	32.32	3.00		500.00	234.00	268.37		27.75				23.94	2.54	7	4	22	
25.00	1		5.00		200.00									27	3	108		
	1		23.00		180.00		45.00	12.50	26.00			7.50	3.76	8	4	12		
30.00	2		20.00		406.00				19.80				16			23		
50.00	4		296.75						37.98			1.64	19	2	35			
	3		55.00	235	1,442.00		596.00		175.00	40.00	39.00	3.80	56	12	243	1		
	3		13.75		600.00				22.35			3.37	9	1	5			
	5		19.00		342.51		190.00		33.20	4.82	2,003	23	13	2	6			
11.00	2		7.00		262.00	100.00	83.00				55.50	3.39	10	4	20			
	3	100.00	3.00		168.00		26.00					6.77	7	7	14			
8.00	1	75.00	5.00		226.21		12.00		14.85			2.97	7		4			
	4		30.00		268.00		54.00		15.60		13.80	3.47	10	13	88			
	4		19.00		868.00	500.00			30.34			3.86	25	6	49			
	2				404.00				39.30		12.00	2.37	24	14	75			
	2				1,000.00		217.00	27.00	39.24		11.70	4.90	27	9	258			

\* Last year's return.

† Partially made up from last year's return.

# RETURNS BY COUNTIES.

COUNTIES,	Number of towns.	Number of districts.	Number of schools.	Whole number of different scholars 4 years of age and upward, attending school not less than two weeks.	Average attendance of scholars during the year.	No. of children between 4 and 14 years of age not attending school.	No. male teachers em. during year.	No. female teachers em. during year.	No. different persons em. as teachers.	Average wages of male teachers a month, including board.	Average wages of female teachers a month, including board.	No. of teachers teaching for first time.	No. of teachers teaching same school two or more successive terms.	No. of teachers employed who have attended teachers' institutes.	Whole length of summer schools in weeks and decimals of a week.	Whole length of winter schools in weeks and decimals of a week.	Average length of schools for the year in weeks and decimals of a week.	Estimated value of school-houses and lots, with appurtenances.	Estimated value of maps, charts, reference books, black-boards, globes, and other school apparatus.
Rockingham.....	38	224	267	11,002	7,942	191	60	160	284,841	59,822	32	48	95	105	3,530.78	2,574.77	22.306	\$ 187,205	\$ 2,337
Stratford.....	13	143	183	7,431	5,399	211	41	198	279,422	21,744	17	46	77	61	1,693.50	2,113.46	19.357	145,900	1,710.00
Belknap.....	10	152	153	3,990	2,689	127	17	149	25,278	18,986	8	27	56	36	998.50	1,116.00	14.26	4,600	356.30
Carroll.....	18	198	197	5,983	3,882	150	51	175	258,276	17,744	46	50	26	35	1,222.99	1,244.33	12.54	32,930	133.00
Merrimack.....	25	300	332	6,619	4,619	472	52	334	490,316	18,900	50	60	182	108	3,151.50	3,092.90	17.73	115,615	1,369.25
Hillsborough.....	30	333	372	14,074	9,617	737	81	377	600,401	21,811	62	141	168	168	4,001.60	2,226.76	17.34	273,799	3,029.44
Cheshire.....	30	333	372	7,177	5,522	281	30	246	382,339	21,523	37	33	63	63	2,194.71	1,582.80	17.52	104,989	2,198.45
Sullivan.....	22	216	247	4,280	2,895	163	44	172	285,319	17,999	23	33	33	33	1,470.00	1,582.80	17.52	68,675	625.75
Grafton.....	15	176	174	10,293	7,191	488	58	417	615,321	18,726	76	80	119	61	3,117.83	3,069.59	18.29	127,940	795.00
Cooks.....	21	145	142	3,377	2,470	299	34	137	221,300	18,006	10	10	61	61	942.00	1,029.00	13.60	3,985	150.00
Total.....	230	2,287	2,487	77,198	52,476	3,228	477	2,465	3,752,934	64,919.78	397	623	1,018	1,018	22,292.80	22,241.33	16.83	\$ 1,391,698	\$ 3,327.17



# RETURNS BY COUNTIES—concluded.

COUNTIES.	No. of school-houses unfit for use.	Cost of school-houses built and repaired during the year.	Compensation of school committee.	No. of volumes in school, district, social, or town library.	Amount of money raised by tax for support of schools.	Amount of money raised by tax beyond what the law requires.	Amount contributed by districts or individuals, in board, fuel, and money, to prolong the schools.	Amount of income from the surplus revenue money.	Amount of the Literary Fund.	Amount of railroad tax for support of schools.	Amount of income from local funds for the schools.	Average amount appropriated for each scholar.	Visits by school committees.	Visits by prudential committees.	Visits by citizens.	Academies and permanent schools.
Rockingham .....	31	\$4,589 00	\$96 75	9,743	\$49,362 36	\$10,143 00	\$81 50	\$100 00	\$2,153 04	\$1,304 95	\$358 50	\$3 92	1,282	1,63	7,662	51
Strafford .....	32	3,283 00	782 00	7,740	22,745 00	5,053 60	9,983 75	180 00	1,210 56	1,27 18	422 42	4 05	727	81	3,7 8	3
Bethup .....	37	1,959 00	648 35	3,600	9,473 51	1,4 0 0	7,86 00	.....	581 39	1,77 03	343 89	9 92	481	101	2,914 3	3
Carroll .....	45	4,350 00	464 00	629	9,671 67	1,888 62	1,145 00	84 30	736 50	37 45	532 50	2 63	482	53	1,737 3	3
Merrimack .....	54	3,548 00	1,516 00	11,220	38,723 65	9,431 00	1,332 00	.....	1,032 39	1,481 89	463 40	3 68	2,232	349	8,702 9	6
Hillsborough .....	31	6,455 00	2,724 18	23,632	75,181 86	25,277 00	3,711 55	130 60	1,271 22	9 6 76	946 88	4 53	2,695	498	19,839 7	1
Cheshire .....	39	2,363 00	384 50	11,771	28,4 8 18	6,925 91	864 75	60 30	1,071 51	164 41	890 42	4 33	1,701	492	11,445 1	1
Sullivan .....	41	3,783 00	525 25	2,971	14,486 06	1,259 00	889 40	90 00	1,568 78	2 6 98	248 76	3 91	505	18	4,84 2	6
Grafton .....	83	26,396 00	1,311 30	3,838	26,760 19	3,708 00	2,923 49	1,784 26	1,568 78	1,734 23	1,397 37	3 52	1,337	394	7,126 6	2
Cods .....	31	553 32	339 75	435	8,484 10	1,431 88	2,052 37	51 82	627 61	44 82	175 41	3 45	362	96	1,284 2	2
Total .....	427	\$86,191 73	\$10,246 68	55,079	\$282,606 58	\$64,528 01	\$24,589 4	\$1,840 08	\$10,824 47	\$7,735 30	\$3,803 58	\$3 69	11,804	2,518	68,495 51	31

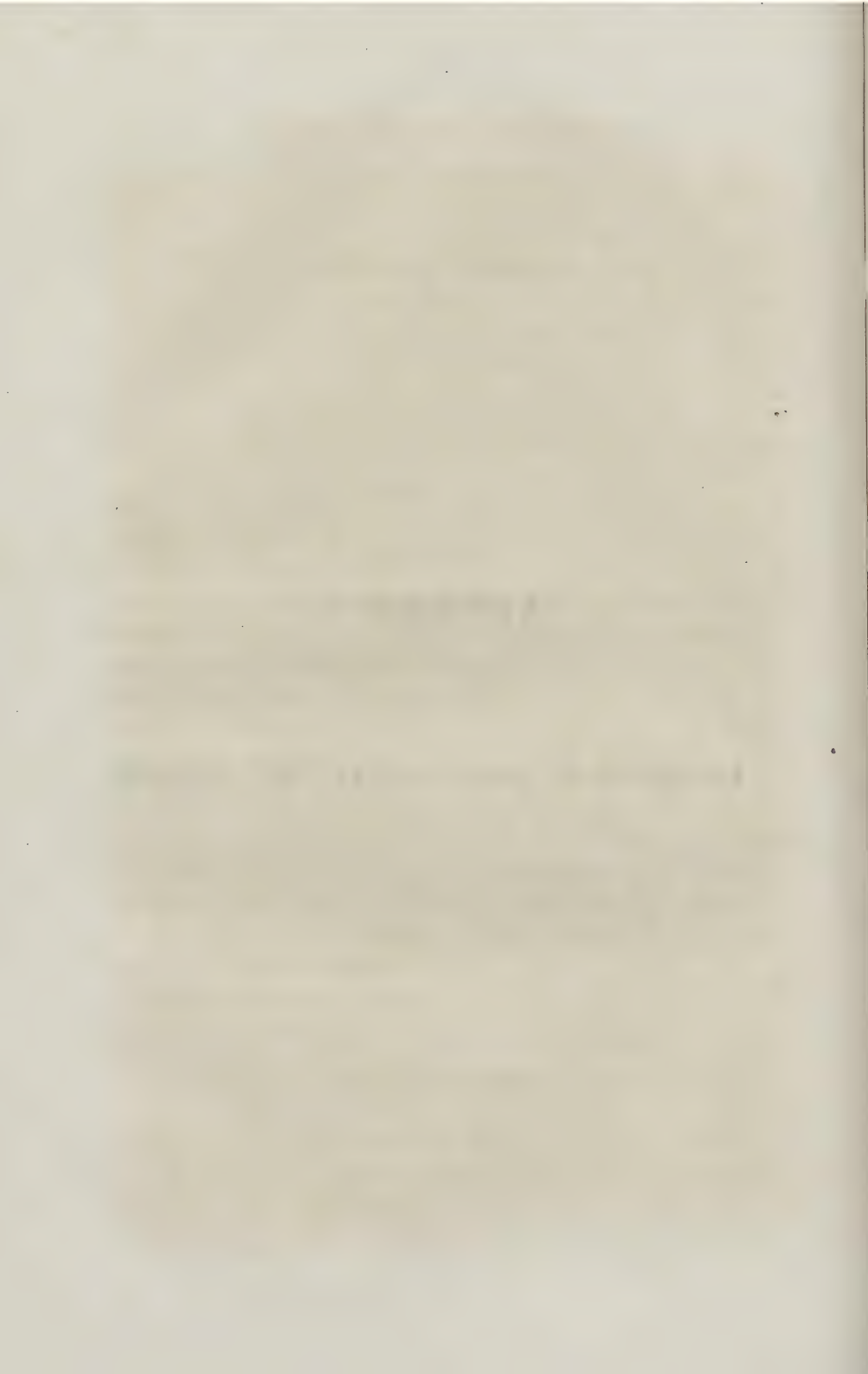


## APPENDIX.

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ABSTRACTS OF SCHOOL COMMITTEES' REPORTS.





## ABSTRACTS.

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### ROCKINGHAM COUNTY.

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#### ATKINSON.

We need teachers well qualified in the rudiments of language, with an aptness to teach and to govern; and then parents should be willing that their children should be governed and taught. Parents sometimes have a great desire that their children should make advancement in books; and teachers sometimes gratify such a desire to the injury of the pupil. They mistake *thoroughness* for thoroughness, progress in books for progress in knowledge, advancement for attainment. Such course serves but to make them wise in their own conceit, and helps swell that pedantic class, already too numerous, who know everything except the fact that they know nothing rightly.

JESSE PAGE,

*School Committee.*

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#### BRENTWOOD.

Your Committee would also suggest that each school-room in town be furnished with a copy of the quarto edition of Webster's Dictionary. The expense of complying with

this suggestion would be comparatively trifling, while the benefits to be derived from such compliance would be very great.

H. G. HUBBARD,  
*School Committee.*

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### CANDIA.

Probably many teachers will read this report, and a few words of counsel to them may not be out of place. "Magnify your office." Esteem your position, as in truth it is, a very important and responsible one. Take special pains to fit yourselves for the work, and be particularly careful not to teach your scholars error. Have a good dictionary, and faithfully consult it. Gross errors in pronunciation and grammar are inexcusable in you. See that your registers are accurately and completely filled up, and handed to the Superintendent as soon as your schools close. Registers that are only half filled and are generally untrustworthy, and registers that must be hunted up in different parts of the town, subject the temper of the superintending committee to a strain which it is a positive cruelty to inflict upon any human being.

Let us think much and make much of our common schools. For the majority of our children, they take the place of high school, academy, seminary, college, and university. We ought to select men of the largest discretion, and who feel the deepest interest in education, for prudential committees. We ought to use great care in the selection of teachers, and then give them our sympathy and hearty support. We ought also to make liberal appropriations of money for school purposes. Last spring the town voted to raise fifteen hundred dollars for schools, an increase of five hundred dollars.



The town debt is so large and the taxes are so high, that it is possible some will think a less sum should be raised for schools the coming year. But it does not appear to your Committee that this is the place for retrenchment. The average amount of schooling for each district, the past year, has been only twenty-one weeks and one seventh. Is that too much or too little? We ought to practise a wise economy. But there is an economy which is suicidal. The farmer who starves his land and starves his cattle, the man who starves his body, and the citizens who starve the minds of the children, for the sake of saving money, Solomon, in his plain way, would pronounce fools; and, although it may sound uncivil to our modern ears, it is doubtless just the right word.

LAUREN ARMSBY,

*School Committee.*

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### CHESTER.

To the teachers of public schools during the past year I would make a suggestion.

I have spoken as favorably as I could of your efforts; yet would not have you understand that I think the schools perfect, but susceptible of some improvement. And for this purpose I would advise you to seize every opportunity to make your services more valuable. Go into each other's schools; and especially should young teachers visit the places where others more experienced are teaching. Visit the city schools, and try to go to some of the various educational conventions, and in every way possible endeavor to post yourselves in all that pertains to discipline, and methods of teaching.

More maps are needed, especially outline, and a United States map in each school-house.

JAMES F. BROWN,

*School Committee.*

## DANVILLE.

## GENERAL REMARKS.

1. It will be seen that but two of our six teachers for this year have been of our own town, and that we have sent as many to teach in other towns as we have employed from abroad. This exchange may be as well in respect of young teachers, but the Committee is of opinion that, when a town has good and experienced teachers, it should give its own the preference.

2. Your Committee very warmly commends the custom, which has been very much on the increase for the last few years, of visits to the school by the citizens. Parents, district committees, and others have visited our schools both at the final examination and on other days. We are glad to notice this feature, as it tends to stimulate in a healthy manner the interest of both teachers and scholars.

3. There has not been any improvement made in the school-houses of our town, as I hope there may be at no distant day. No. 1 needs a thorough repairing; Nos. 2 and 4 are in pretty good condition; but No. 3 needs very much to be succeeded by a new and modern structure which would be an honor to a large district, an ornament to the town, and a joy to our children and youth.

4. Our terms are all much too short; and all the friends to the education of the young will rejoice that there has now been made an alteration in the laws which shall add one quarter to the length of all our schools hereafter.

P. S. BURBANK,

*School Committee.*

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DERRY.

The instances of tardiness sum up to large figures. This and unsteady attendance betray a lack of interest and energy on the part of scholars, and perhaps of parents too,

which do not promise well for the future. Children who grow up in the habit of attending to important things only when it is agreeable or entirely convenient, will be likely to have a slipshod life of it. And the school that does not awaken enthusiasm enough in its members to make them promptly on hand every day and at the proper hour, when possible, will most likely be a *dawdling* kind of school all through.

The matter of "books of reference," "mural maps and charts," "globes and other apparatus," &c. (and that of a "district or school library" also), are commended to the favorable action of the several districts. These are important helps to education, which those who understand the subject best usually supply most liberally. A few dollars invested in them, from time to time, may be of much more consequence than an additional month of school. The subject of "ventilation" is *vital*. The hot, fetid air of an unventilated school-room must be injurious to health, and the disastrous effect will sooner or later appear. It should be considered that an "arrangement for ventilation," which goes no farther than into the attic, cannot answer the purpose. It should have communication with the outside air through the roof or otherwise.

If we consider what we want to accomplish by our schools, we may say that the leading object, from the beginning to the end of school-life, is to enable the young to think,—to think correctly and consecutively, so that they may be fitted to grapple strongly, survey rightly, and decide justly, the thousand questions which come up in every department of after-life. In the family and in the field, in the shop and in the office, as well as in the higher walks of business and of public station, the men and the women of our country need to think, to consider, to decide, each for one's self, and often on matters intimately connected with personal happiness, domestic comfort, and the public welfare. Americans, of all the people of this world, *must* think, ex-



amine, and judge of what is best for themselves. Every interest of our form of society is vitally blended with this Yankee attribute. And our national prosperity, progress, and permanency depend upon our ability as a people to do this wisely and well. Let the schools then, in all their grades, be for the training of the thought-power of mind, so that it be quick to penetrate, steady in examination, comprehensive in views, and reliable in results. This, of course, is not all that schools should accomplish for the young, but it is obviously a special part of their important province.

Among the most obvious methods of cultivating the thinking power of pupils are, watchful guarding against a mere parrot-like recitation of rules and forms, and the mere mechanical solution of problems by the rule, but without understanding the principles involved; the habit of teaching scholars to examine and decide for themselves upon things easy or hard to be understood, and without any other aid than may be needful to guide them in their efforts; instruction in the relations and dependencies of different subjects and different parts of the same subject, so as to lead to comparison and reflection; and always requiring thorough, and if possible perfect, preparation of every exercise. Nothing contributes more effectually to mental inefficiency than half or quarter knowledge, and nothing more tones up the mind to strength and power than clear and definite ideas, and certain knowledge which one can use at will.

E. G. PARSONS,

*School Committee.*

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### EAST KINGSTON.

A prominent obstacle in the way of success in our schools is irregular attendance on the part of the pupils. This

obstacle can be removed only by the joint co-operation of parents and teachers. A school cannot be properly trained unless the scholars are punctual in their attendance. Those scholars who attend school regularly, and recite their lessons every day, gain an advantage over those who attend school only here and there a day. Will not the parents of this town realize this truth, and secure the prompt attendance of their children at school?

Another subject the Committee will not consider himself justified to omit; that is, a general lack of interest manifest on the part of parents throughout the town. The number of visitors to the schools during the year has been one hundred and sixty-nine. It is gratifying to know that so many persons have been interested in visiting our schools, but I should feel more gratified could I know that a large proportion of the visitors were the parents of the scholars. Many of the number included above were visitors only at the examinations, and others visited the schools as friends of the teachers. While I would not have the number of such visits less, I would have the number of visits of parents far greater.

JOHN P. FRENCH,  
*School Committee.*

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## EXETER.

Teachers should be a progressive people, and are the last persons in the world that should be excused from making progress. They wish and expect their pupils to advance daily in wisdom and knowledge, and they should certainly be to them living examples. By daily learning something new, they are always prepared to interest and instruct those under their charge, and, besides, are preparing themselves for greater usefulness, as well as for increased salaries.

Nothing produces more satisfaction to parents than to notice that their children possess scholarly habits, and they daily strive to inculcate them. If such habits are required of our children, our teachers certainly should be patterns to them in this matter, as in all others. Prof. Agassiz recently remarked, "that no one could be a good teacher unless he was learning every day; and the one that does not progress should be removed, because he was keeping back those who desired to learn."

We would remark that but few complaints have been made to us against teachers for inflicting corporal punishment during the year; yet we feel that it is resorted to in some of our schools more frequently than it is necessary for their advantage, and oftener than it would be if our teachers would always think before they act. We do not wish to complain of them, but merely to give them a hint that they are living in a humanitarian age, and that many of the practices of their fathers have become obsolete; and, furthermore, that public opinion is against barbarism, even in its mildest form.

Most of our teachers are not parents, and many of them are young and without experience in the common affairs of life, and have very limited ideas as to the course to be pursued in the training of children, or of parents' views in regard to the same. Parents have a higher interest in their children than any other person can have, and they agree as to certain habits and principles which they wish their children to learn and be governed by. Intelligent men, with correct views of life, feel it to be their duty not only to provide for their households, but also to make them happy and contented; they expect the instructors of our public schools to carry out their views, and have order, contentment, and happiness in their schools. A man that is querulous, passionate, and overflowing with sarcasm at every small mistake or accident that his children may hap-



pen to make, or if he daily burdens them with tasks that they cannot perform, and humiliates them if they do not succeed, will not find the boon he seeks for. Neither will the teacher that possesses these traits of character meet the wishes of those most interested in our schools, and those more interested than he can be in his pupils will not long endure the conflict between his and their opinions. It is gratifying for us to report that in most of our schools we have not only found good order and good progress, but also contentment and happiness.

WM. P. MOULTON,  
GEO. A. WENTWORTH,  
J. C. LEARNED,  
*School Committee.*

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### HAMPSTEAD.

The order of our schools has been of all sorts between the extremes of severity and laxity. Most have had fair government. In others, the teachers have been very mild, at times too indulgent. I fear that the direct influence of parents is often opposed to the best order and highest welfare of the pupil. The parental heart begs the teacher to deal *very gently*, and overlook that which richly deserves punishment.

Your Committee takes pleasure in referring to the new school-house in District No. 6. Ample grounds and a well-built, neat, and comfortable house now invite the pupils of this locality; while a fine globe and well-defined outline maps assist the teacher in conveying instruction.

In erecting and furnishing such a house, No. 6 has set an example that should at once be followed by No. 4. The house in the latter district is so poor that your Committee,

on taking a seat there one evening, found himself sitting in a puddle of water that occupied the chair, and that had passed through roof and ceiling during a heavy rain. A house so poor is not adapted to so worthy a district.

Nearly all of the schools need books of reference and outline maps. No. 2 has procured a new and valuable unabridged dictionary, which should be in almost every school-room in the State.

No. 1 is sadly in want of this kind of school furniture. A considerable amount is needed to make minor repairs, and purchase maps and books of reference.

THEODORE C. PRATT,  
*School Committee.*

### HAMPTON-FALLS.

In making suggestions as regards the interest of our schools the past year, I would say, the teaching in all our schools has been efficient, and the progress of the scholars highly commendable. Good order has been one of the marked features of our schools the past year. There may be a few exceptions, but, as a whole, good order has characterized our schools. Without order no teacher can be successful; all else is of secondary importance. Our schools the past year, with the exception of one short term, have been taught by female teachers, with unusual success.

E. B. TOWLE,  
*School Committee.*

## KENSINGTON.

It is sometimes said in reference to a school that it were better if the money raised for its support had been thrown into the sea. Such has not been the case with our schools the past year; every cent expended for the education of our children has "paid," and it is to be hoped that prudential committees will take care to select such teachers as will pay.

It is earnestly recommended that the prudential committee visit the schools, at least occasionally, and that they use their influence to induce parents and friends of the scholars to do so too. There is a serious fault in this respect. A faithful teacher feels its depressing influence, and a wholesome stimulus to exertion is best. The examination of the school at the close of each session, instead of being attended by the superintending committee only, should be attended with a room filled with interested spectators. Such attendance of parents and friends would obviate a habit of evil tendency which is increasing; namely, that of boys coming on the day of examination, and, without the knowledge of the teacher, taking their books and *sneaking* away slyly as though guilty of some crime. Some cases of this kind would have been avoided had the parents been present.

ERASMUS D. ELDRIDGE,

*School Committee.*

## LONDONDERRY.

It is popularly supposed that discipline is merely a means in the process of education, whereas it is one of the great ends and benefits of education. The Yankee race, to say nothing of the Scotch-Irish, "go in" for the widest liberty; and there is a jealousy in the public mind lest teachers



exceed their authority, even if it be but the "ninth part of a hair," and curb the children too much. The real danger is that the rising generation be not governed enough. We do not wish to be understood as recommending an increase of corporal punishment; the progress of the age is in a different direction, although the time has not come for the removal of this ancient institution.

Untaught to submit to family and school discipline, children fail to acquire self-government, — to become law-abiding citizens, but grow up restive under the restraints of society as is a wild ass's colt beneath curb and rein. We want no guerillas in the "world's broad field of battle," but disciplined soldiers, willing to obey, and thus better qualified to command.

While many of our teachers have possessed fine qualifications, your Committee is obliged to confess that, in some instances, in granting a certificate, he has felt himself somewhat recreant to his trust. When informed that the Alps were peaks of the Andes, and that the St. Lawrence "ran up" to the Lakes, he has been compelled to suspect that the candidate lacked the requisite knowledge of geography. We have also found teachers, otherwise well qualified, deficient in the spelling-book. We are aware that the recompense we offer to teachers does not give us the right to place our standard of qualifications very high, but we would say no one should be employed or licensed who has not a thorough knowledge of the elementary branches, which is the foundation of all good scholarship.

This want of thoroughness is perhaps the most crying evil in our schools at the present time. It is not altogether owing to the same lack upon the part of teachers. There are other and more evident causes, one of which is irregularity of attendance. But, in our judgment, the great cause is a bad classification of pupils, arising in the main from an ambition on their part for a too rapid promotion from a

lower to a higher text-book. Pupils should be classed strictly according to their attainments. Any other rule results in injury, not alone to the ambitious pupil, but to the class as well. We have endeavored to secure more attention to penmanship. It is no less important than other branches, and should receive (as it has not in the past) its share of time and consideration. In those schools where teachers have fully co-operated with the Committee, we think the improvement has been very marked. Twenty minutes at least in each day should be devoted to writing, and every pupil having a book should be required to devote himself as strictly to his writing as to his reading lesson. Teachers should make pupils take an interest in the lesson by showing an interest themselves.

A. W. MACK,

*School Committee.*

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### NEWMARKET.

In submitting the annual report of the condition of the public schools, we have digressed somewhat from the usual course pursued, and have studiously avoided drawing invidious comparisons; for we are confident that any opinion of ours, favorable or otherwise, avails but little to change public opinion in relation to the success of any teacher.

While we commend parents for their unusual interest in the education of their children, we suggest that the school-rooms might easily be rendered far more inviting and attractive by adorning the adjacent grounds with shade-trees. Who will make the experiment?

Good order in the school-room, to say nothing of the health of the pupils, demands the attention of every one interested in the welfare of children; and we know of no better way to manifest an interest than by substituting

modern improvements for the old and terribly dilapidated furniture now disgracing the school-rooms in the stone building. Our schools languish for want of funds; the mere pittance raised for their support renders it impossible to secure expert teachers for any length of time.

J. L. ELKINS,  
*School Committee.*

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### NEWTON.

A district has not done all its duty when it has provided a good school-house and hired a competent teacher. Each parent should feel that he is under obligation to look after the interests of the cause of education in his midst, and to encourage by his words of cheer, and also by his presence occasionally in the school-room, the teachers and their pupils. No man would think of sending a stranger into his orchard to prune the young and tender trees without his oversight. Are not children of more consequence than fruit-trees? Some improvement has been made in two of our school-houses; two others are still inconvenient and out of repair. Convenience, neatness, and the health of our children should be consulted in the structure of school-houses. Because we endured hardships in our youth is no reason why we should necessarily impose burdens upon our offspring. It is still the opinion of your Committee that the establishment of a high school in the place is an event which the exigency of the times demands.

NATHANIEL DAY,  
*School Committee.*



## SEABROOK.

Ought we to expect schools with good order when scholars are not taught at home that they must be obedient in school? We may have the best teachers that natural abilities and experience can make; but until parents will learn and do their duties, our schools will fail in many important respects, and will be no credit to the town. What is learned by the different studies is profitable, but is by no means all that should be learned. Most of our schools are in a condition where no manners, self-respect, or any moral or religious influences can be brought to bear on the scholars with any lasting impression. We repeat, the teachers, whatever their qualifications, cannot help it. The fault belongs to parents and citizens, those who are alone responsible for the character of the town and its schools.

R. L. GOVE,

*School Committee.*

## SOUTH-HAMPTON.

The principal obstacle to the progress of our schools is the trifling value placed upon education by too many parents; with them the education of their children is of secondary importance, while the acquisition of riches occupies their undivided attention. It is to be lamented that parents are prone to take their children from school, for the purpose of the profit to be derived from their labor, at a time when their powers are most adapted to treasure the best of riches in their own minds. The registers show only fifty-nine per cent. in attendance; this is a loss of forty-one per cent. of our already too small school-fund. Does the parent consider carefully whether it is good policy, "in the long run," to enrich the pocket at the expense of impover-

ishing the mind; and whether it would not be better to persevere in the education, even at a self-denial, when the education would return the largest interest for the apparent loss? Another loss of the benefits of our system arises from tardiness and dismissal. The registers show five hundred and sixty-four instances in both.

FREDERICK B. FRENCH,  
*School Committee.*

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### SOUTH-NEWMARKET.

Your Committee would recommend that more attention be given to the study and practice of vocal music in our schools. That all children, with very rare exceptions, can be taught to sing, is now admitted by all. It has a refining influence which we can ill afford to lose. Let any one who doubts it go into our Primary Schools, and listen to forty or fifty happy voices ringing with some spirited song, such as "John Brown's Little Indian," "Tramp, Tramp, Tramp," and "I have a Father in the Promised Land," &c., while every face is radiant with enthusiasm. Such an exercise, consuming little time, wasting none, has its undoubted influence for good.

Another subject claims your attention. The art of writing is being neglected altogether too much in our schools. Something should be done to redeem this art. Good writing and good spelling are indispensable requisites in the business of life. Our schools are intended by the laws of the State to instruct children in writing as well as other branches, and care should be taken that every one of suitable age should be able to write a legible and correct hand. The idea of making X stand for anybody's name, that has been bred in the midst of our free schools, should never be tolerated for a moment in New-Hampshire.

The prudential committees in both districts, so far as I know, have discharged their duties in a faithful and impartial manner. The committee in District No. 1 has purchased a set of Guyot's wall-maps for the use of the Grammar School, which reflects great credit upon him and the district. All the schools ought to be provided with a set of the same maps.

ALBERT H. VARNEY, M.D.,  
*School Committee.*

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### WINDHAM.

In conclusion, we might say that, although during the year much good has been accomplished for our schools, yet a retrospective view is not so cheering as would be desirable. But to the parents we must look for a correction of the evils. Select those for prudential committees who take a lively interest in the schools. Then let the prudential committee be careful in the selection of a teacher, and employ according to merit. A *good* teacher is *cheap* at any reasonable cost, but a poor one is expensive, however cheap. Another evil to guard against is, bringing a stranger as a candidate for examination to your Committee about nine o'clock in the morning of the day on which your school is to commence.

B. E. BLANCHARD,  
*School Committee.*



## STRAFFORD COUNTY.

### BARRINGTON.

The schools have, in general, been as successful as could reasonably be expected under the circumstances. While in some instances there has been a lack of capacity on the part of the teacher to keep a good school, and in one instance an entire failure, in most cases the money of the districts seems to have been profitably expended. Yet the small amount of money raised by the town obliges us, in by far the majority of cases, to accept of second or third talent in teachers: and even then, while we are exempt from paying for first-class teachers, our schools are necessarily very short; the longest not exceeding five months, while some are kept only from six to nine weeks in the year. This is not as it should be: there should be from six to seven months' schooling during the year in every district. The remedy for this is evident: we have only to raise a sufficient sum to be appropriated to this specific purpose. There should be money enough raised to secure first-class teachers. We need instructors who can teach the *subject* as well as the *book*; point out the practical bearing and uses of the thing taught, and make it so familiar by repetition as to fix it deeply and permanently in the mind: for what is worth learning at all is worth learning thoroughly and completely. They should explain each new lesson assigned, if need be, by familiar illustrations and remarks, that every pupil may know before he is sent to his seat what he is expected to do at the next recitation, and how it is to be done, to the end that he may study

understandingly, and therefore successfully. In this way would be secured a more lively interest, and consequently better attention, during the time of recitation.

There should be a greater uniformity of books also. In a school of from forty to fifty scholars of all grades, it is utterly impossible for a teacher to devote that time to the several classes that should be, with such a multiplicity of text-books as are found in almost all our schools in town. Not less than from six to eight different arithmetics, about as many grammars, and geographies enough to prevent the complaints of almost every publisher, may be found in most of our schools of any size. There should be an entire revolution in this matter; there should be a most strict uniformity; the Committee should say what books should be used in school, and the teacher should be instructed to hear recitations in no others, unless it be out of school-hours. In schools of the grade belonging to town, there is the greatest need of daily and thorough drill of all the classes and individuals, but it cannot be done under the present condition of schools. Let there be, then, uniformity of books.

J. L. AMES,

*School Committee.*

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### FARMINGTON.

We should make our schools so good and long continued that our youth would not need to go to other institutions to fit them for common business and the usual stations in life. Till this end is attained, our schools do not fully answer their designs. But, to do this, they should reach a higher standard of studies and attainments.

Too much aid in performing examples is often expected of teachers. There is not time in school hours for this;

and mental discipline and full mastery of the subjects are best gained by personal efforts, and conquest of difficulties by the pupils themselves. Parents should be cautious about listening to children's complaints that the teacher does not aid them enough.

Either of two objects may be made prominent; viz., advancement in studies, or government. But the first is the chief and only ultimate object; the last is only a means absolutely necessary to that end. And only so much attention should be expended on government as will best secure improvement. Some rude scholars need strict and severe government, but most of our youth should first be interested in studies, and then they will give little difficulty.

ROGER M. SARGENT,  
DANIEL W. EDGERLY,  
SAMUEL N. TUFTS,

*School Committee.*

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## MADBURY.

Parents have the greatest responsibility in making good or bad schools. We are decidedly of the opinion that that parent who rightly advises his child how he shall behave in the school-room, and how he shall conduct himself at home and abroad, and who, when necessary, enforces his advice by salutary coercion, does more to raise the character of the school than the combination of all other circumstances can do without this. All will admit that a large amount of our school money is wasted by irregular attendance. The register shows 6,630 days' attendance, and 1,527 days' absence; equal to a loss of about 20 days of all the scholars in town, or more than \$30 of school money.



Could not a large portion of this be saved by proper care and interest on the part of the parents?

CHARLES W. HAYES,

*School Committee.*

### ROLLINSFORD.

Before closing this brief report, I feel it a pleasure to say that, through the exertions of William Webster, Esq., teacher of the High School in the town, the Strafford County Educational Association held their first meeting at Village Hall, on February 28-29, the object of which was the mutual benefit and improvement of the teachers of this county, and also to awaken an interest in schools and education generally. It drew together a very intelligent community, among whom I noticed from abroad Hon. Amos Hadley, Superintendent of Public Instruction; George A. Walton, author of "Walton's Series of Popular Arithmetics"; and also Hon. J. D. Lyman, Secretary of State; the former of whom gave a very able and eloquent lecture in the evening, on the subject of "Education," to a crowded and enthusiastic audience. Mr. Walton discoursed on his favorite theme, "Arithmetic," with ability, and to the delight of all present. Mr. Lyman spoke at some length on the importance of establishing a State Normal School, for the better education of those who intend to make teaching a profession. His remarks upon this subject were very able and pertinent. Besides these gentlemen, there were many of the most zealous and popular teachers of our own county present, who spoke with much understanding and good sense on subjects relating to teaching and the common school. As a whole, it was a complete success, and I have no doubt but its influence for good will be felt in this town for many years.

A. W. PIKE,

*School Committee.*

## SOMERSWORTH.

This table shows a loss of nearly one fifth on account of irregularity in attendance. For this same reason, there is another equal loss to absentees, and to the schools also ; so that the thirty-six weeks' schooling amounts to less than twenty-two weeks, less than two full terms. Our teachers alone cannot obviate this ; but, with the co-operation of parents, they can make the average attendance fifteen per cent. higher than it is.

Some change in text-books would be for the interest of the schools.

Our arithmetic should be practical, and calculated to lead scholars by easy steps from the fundamental principles up to the most intricate propositions. Mental arithmetic is not pursued long enough, and the effect of leaving it too early is observed in nearly every class in school. It should be pursued until scholars enter the High School, and even there it could be studied to great advantage.

M. C. RUSSELL,

J. K. BOYNTON,

EDWIN EMERY,

*School Committee.*

## BELKNAP COUNTY.

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### ALTON.

Five or six weeks' schooling in a year is about as satisfying to a mind craving knowledge as to hang up a chicken's wing in the sun, boil the shadow, and give the broth to a hungry man.

I think the school would do better with two terms of eight or ten weeks each, than with one term as long as twenty weeks and over. The children become tired, and their interest flags, when the term is too long. But I do not see how it can be altered in this district. The term commenced the first of June and ended in November, embracing nearly all the warm weather we had, and some more; for it is only in warm weather that a school can be kept in this district, on account of the school-house. It is no more fit for a school-house than for a hotel. When I visit that school in a cold day, it reminds me of Dante's description of the infernal regions, where, while one part is roasting, the other is freezing. One man has been to me, and wanted I should "blow up" the school-house. I know of no more effectual way of doing this than to put a few pounds of powder under it, and touch it off; and it would be advisable at the same time to blow out a few of the rocks in the yard before the door, so that a person can get in without endangering his limbs. A man well fed, well clothed, and well housed is altogether a different person from what he was in his rags and in a starving condition.



So your children, if furnished with proper books and suitable accommodations, would manifest a marked change by their improvement.

JOHN W. CURRIER,  
*School Committee.*

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## BARNSTEAD.

We have but few good scholars in our schools. Many of those who appear well will show, on a closer examination, that they are very superficial. There appears to be a general idea that the progress of the scholar is measured by the amount of ground gone over. Parents wish their children to go through the book, and think, the faster they go, the more they learn. Teachers wish to be popular, and so yield too readily to the wishes of parents and scholars. Many have been over the same subject again and again, and yet know nothing of the principles on which it rests. Comparing their real progress with what it should have been is like comparing a rabbit-track with a well-trod road. For instance, nearly one half of the scholars who have been over interest cannot tell where to separate between dollars and cents, or solve correctly any example involving common fractions. There are not half a dozen good scholars in geography in town. In writing there has been no attempt at systematic instruction, with one or two exceptions, in town. There have been no writing-classes, but each pupil wrote when he pleased and as he pleased. In reading and spelling and in grammar, the teachers are better; and, as a consequence, the scholars are better in these branches.

In matters of discipline, some schools stand high, while others are very low. Where the discipline is the poorest, we find the poorest scholars. For any lack of order, parents are as much to blame as the teacher. I have found that, as

a general thing, parents are best suited where there is least order. Nor is this strange: they take the statements of their children, instead of visiting the school and seeing for themselves; and children like best where there is least restraint.

R. F. HANSCOM,

*School Committee.*

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### GILMANTON.

The school-houses in town, with a few exceptions, are in good condition, and show that the inhabitants of our town have a commendable pride in providing for their children the conveniences and comforts that many of them, in their school days, sadly needed.

I found, on my first visit to the different schools, that the practice of penmanship was very much neglected, and, in many of the schools, entirely abandoned. I have urged upon all the scholars the importance of acquiring a fair and legible handwriting, and I am pleased to be able to state that our schools now generally pay considerable attention to this branch of common-school education.

THOMAS COGSWELL, Jr.,

*School Committee.*

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### MEREDITH.

It gives your Committee great pleasure to be able to say that the schools of the town have been unusually successful the past year. I do not mean to say that we cannot and ought not to have better schools; but I do say that the schools are as good as we can reasonably expect, considering the condition and surroundings of most of our school-

houses. With three or four exceptions, there is nothing in our school-houses to inspire enthusiasm, or even respect, in the scholars. Our school money is half of it wasted, and will continue to be till better houses are provided.

The signs of the times are auspicious. Within a few months, educational associations have been organized in nearly every county of the State; and a deeper and more widespread interest is awakened than the State has before known. From the Superintendent of Public Instruction I hear of enthusiastic meetings in different parts of the State. We had one meeting in this town, and it created much interest, and all present were deeply interested. We need another meeting, and to enlist the whole town in it.

For several years your Committee has noticed great deficiency in writing connected with our schools; in some of the schools, it has practically been dropped as a branch of study. I have tried to remedy this defect, but with only partial success; and now a new method must be resorted to, one that will accomplish its object. Hereafter, teachers must understand that three hours each week must be devoted to writing, or they cannot draw their pay! That the greatest proficiency may be made in writing, some system must be adopted, and all the teachers must teach the same system. The system of writing known as Payson, Dunton, & Scribner's is believed to be as good as any other; and that is the system hereby recommended, and it is now, to some extent, in use in our schools. The rules and principles of this system are printed upon the covers of the writing-books. With these principles teachers must be familiar. Connected with this system, there are four large and beautiful tablets, large enough to be seen by the whole school as they hang upon the wall. A set of these should be in every district in town, and they cost but three dollars. If the citizens wish to have their children write a beautiful hand, and learn in half the time usually devoted to writing,



they will not fail to secure these tablets in every district. Their very great utility can be demonstrated to the entire satisfaction of every candid person.

CHAS. BURNHAM,

*School Committee.*

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### SANBORNTON.

For the first time in the annals of the town have our schools been taught exclusively by females. In former years, it was believed that a female could not manage our winter schools successfully. But it has been found on trial that females can manage our schools; and it has been deemed profitable to employ lady teachers, even in our village districts. Most of our schools, the past year, have been conducted by very able and successful teachers. No one thing is more manifest to a frequent visitor of our schools than the fact that our teachers are at work with a will. Of course, where so many different teachers are employed, we must expect different methods to be pursued, and different degrees of success to be attained. It should not be forgotten, either, that two schools may present very different appearances, and yet possess nearly equal excellence.

E. D. WEEKS,

C. C. ROGERS,

J. M. SANBORN,

*School Committee.*

## CARROLL COUNTY.

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### MOULTONBOROUGH.

It is apparent to us that our best teachers are rapidly leaving the business of cultivating the minds of our youth for more lucrative employments. The result is, that the management of very many of our schools is entrusted to persons of unsuitable ages, or to those of inexperience, and lacking tact for the business.

There is need of a greater self-sacrificing interest to be felt by parents in the education of their children, when the question of voting money is to be decided by them ; and this feeling only will lead to the remedy.

It is gratifying to see so much interest displayed by our scholars in pressing through snow and other difficulties to reach the school-house, whose chief recommendation is, too often, *ample ventilation*.

B. M. MASON,  
WM. H. MASON,  
*School Committee.*

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### OSSIPEE.

In this school a large class attended to penmanship, and their books showed neatness and improvement. Had those scholars engaged their minds in writing compositions, great would have been the benefit. We understood some, of the district, were opposed to this exercise.

No school can advance without proper and regular at-

tendance of its pupils. Parents need instruction as well as scholars in this part of their duty. Our children are a part of ourselves; and, if we neglect to improve our part, the other must suffer. Care should be taken in training children to punctuality and order.

. . . . . Thirty-one neatly written compositions were shown us, and quite a number were read by the composers. Several declamations were given, which showed the scholars were preparing for use. Thirty-one writing-books gave evidence of labor, care, and improvement.

SANBORN B. CARTER,

SILAS MOULTON,

ALLEN WHITE,

*School Committee.*

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### SANDWICH.

The visits of prudential committees are altogether too few; only five in all the schools for the year. Teachers are hired, set to work, and left to criticism, without any of the common civilities of life; and, if they are unable to meet every emergency that may arise, and just in the way that may suit the fancy or the judgment of these self-constituted critics, formed from an *ex parte* hearing, or from loose and flying reports, then the poor, honest teacher is subjected to the imputation of imbecility, ignorance, want of judgment, or unscrupulous tyranny. Of these opinions the scholar is fully conscious, and a loss of the necessary respect for the instructor is the certain result. Frequent calls upon the teacher when engaged in the school might and would acquaint them with the trials and perplexities of the school-room, and with the disposition and character of the pupils. Much assistance and encouragement would thus be afforded, and the scholars would be aware that the



parent's eye was still upon them, although they were under the immediate direction and instruction of others.

The study of English grammar is too much neglected. Twenty-five scholars in six hundred is too small a proportion. This is fact; and, humiliating as it is, I must state it. Parents should encourage their children to engage in it, and not think that their own scholars, the children of to-day, should neglect the study of grammar because they themselves are ignorant of its principles. We are progressive (this is a characteristic of the Yankee), and not only progressive, but aggressive; and it is preposterous to think that a child educated after the manner of forty years ago is prepared to meet the world of to-day. It is necessary for a young man or woman to be able to express explicitly the ideas which exist in his own mind, and also to understand what he reads and hears. This ability can be acquired only by the study of our language, not only in the formation of words and their meaning and origin, but the laws of their relation, and position in a sentence.

Penmanship is sadly neglected. No pupil, with the instruction he obtains in our district schools, can be able to write legibly. A few desultory lessons, or efforts to imitate a badly written copy, constitute the whole sum of exercises for the term. Our teachers should be trained especially in this branch. Its importance is known to all. It is now reduced to a system; in fact, to a science. It should be studied and practised until the pupil understands its principles and theory, and delights in its practice.

DANIEL G. BEEDE,

*School Committee.*

## TAMWORTH.

In this connection, the Committee would respectfully renew the suggestion made in their report last year, — that, in order to compensate for the imperfect operation of a *pro rata* rule of distribution, whether based upon the valuation of property or the number of scholars, the town might provide by tax a contingent fund, to enable every district to maintain a school at least three months in the year. Had there been such a provision this year available by the smaller districts, one hundred and fifty dollars only would have been required to enable the nine districts, whose schools have fallen short of three months, to extend them to this full period. As the amount required for this purpose in any given year could not be precisely known at the beginning, the selectmen might be authorized to provide for it in advance, and to include it in their estimates for the succeeding year. The exceeding brevity of many of our schools is a matter of just complaint on the part of both teachers and scholars, and on the part of parents, as well, who have at heart the real education of their children. A common remark upon it is, that “the school is only fairly begun when it is done.” The teacher has done little more than to become acquainted with the state of the school, and to get the processes of instruction successfully under way, when the opportunity of achieving any positive success is gone. The scholar has just begun to feel an interest in his studies, and to apply his mind to them with pleasure and advantage, when his books and exercises must again be laid aside for ten or eleven months’ vacation. The addition of two or three weeks to the term, at its close, would often be of greater benefit than all that has gone before. It will be found to be hardly practicable for a teacher, in ordinary cases, to attain any marked success in a shorter time than three months; and, if there is to be

but one term in a year especially, the Committee would earnestly enjoin that no school should be limited to a shorter time than this.

It is probable that the subject of establishing a Normal School for this State, the special object of which is the education of teachers, will ere long be proposed for the consideration of the people. It may come before the next Legislature, where we may expect it will find an enlightened and favorable reception. It is stated that New-Hampshire is now the only New-England State which is without an institution of this kind.

The great desideratum for our common schools is an adequate supply of teachers who shall have the requisite qualifications for the service. The teacher is everything to the school. Its character and success depends almost entirely on the teacher. It is true that there is a peculiar faculty of teaching which education cannot give. Yet this native faculty will be largely developed and disciplined by a suitable training, such as the normal school is intended to confer.

JOHN H. RIDDEL,

JOHN RUNNELS,

*School Committee.*

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### TUFTONBOROUGH.

The matter of corporal punishment is at present attracting much attention in some quarters. Some favor its total abolition in our common schools. Your Committee cannot coincide with this view. No doubt it may sometimes be used to advantage, if it be made a last resort previous to expulsion, and if it be judiciously administered. But let the teacher be free from passion when correcting the pupil. No one who cannot govern himself is fit to govern others.



It may be doubted whether the General Government has the power to establish a national system of education; or, if it has, whether New-Hampshire would be a gainer thereby. But it is clear that, if Congress has the right to grant public lands to the new States, it must have the same right also to grant them to the older..

PHILLIP D. BLAISDELL,

ORLANDO RICHARDSON,

MOSES SHERMAN,

*School Committee.*

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### WAKEFIELD.

If retrenchments must be made anywhere, let them not be made in the schools. They might be made in some things that are positively injurious, to the benefit of all concerned. Enough is squandered every year, with a demoralizing influence, to give to all the schools an adequate support. The money that is appropriated to provide good school-houses and support prosperous schools is like the "charity that is twice blest," for it increases the material wealth of the town.

Larger numbers ought to pursue the study of geography. We think that more attention ought also to be given to writing. There are many scholars who will have no other opportunity for learning to write but that afforded them while connected with the district school. The study of history has been pursued with interest in a few schools. It has just claims to a larger share of attention.

We have welcomed to this responsible work, during the year, an unusual number of young teachers; and we have been happy to find them pursuing it generally with successful interest. There is an obligation binding on them and

all other teachers to improve their qualifications in the best possible manner. Every part of the teacher's work should be reviewed. It is sometimes found that those who are qualified to teach the National Arithmetic and Algebra are not the most successful in teaching the sounds of the letters, and the art of reading correctly. What are denominated the lowest branches, and for this reason too often receive but a small share of attention, are in reality the most important branches. We feel assured that our teachers generally have communicated some moral instruction, so far as it has respect to an example of upright integrity, and the prescribed exercise of reading daily a lesson in the Bible; some have sought opportunities to cultivate moral feelings: but how many, during their short term of service, have made any direct effort to impart such instruction? We are admonished of the great importance of a larger amount of moral and religious instruction in the education of youth by lessons of experience, and by "every day's report of wrong and outrage."

It is expected that some arrangement will be made by the agency of the State Superintendent of Public Schools to establish Normal Schools, or a Teacher's Department, in some of the best academies of the State, in which teachers will have an opportunity to receive instruction with a special reference to their work.

N. BARKER,  
*School Committee.*

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### WOLFBOROUGH.

We are pleased to observe that teachers have generally been more careful and prompt in filling out and returning their school registers during the past year than formerly.

Instances of neglect have been but few, and it is hoped that, for the future, the fault will be entirely avoided.

We regret to notice the almost utter apathy with which prudential committees for the most part seem to eke out, as it were, the responsible duties of their trust ; scarcely ever exerting themselves beyond the mere hiring and paying of the teachers of their respective schools. From the registers returned, there appears to have been but eight school visits from all the prudential committees in town.

We would continue to advise the consolidation, as far as possible, of contiguous school districts. The advantages of such a course, in the enlarged number of scholars and increased amount of school money, are too obvious to require comment.

A. B. RUST,  
HENRY G. HOWE,  
WM. C. FOX,  
*School Committee.*



## MERRIMACK COUNTY.

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### ANDOVER.

It is not enough to know that the applicant has taught school somewhere, been approved by some committee man, had the advantages of some academy or high school; that some interested aunt or uncle thinks him a very nice young man, and that he will make a very good teacher; or that some dear parents are very desirous that their son or daughter shall keep school. Men are needed to engage teachers who are interested in the prosperity of our schools, who are ready to sacrifice friendship, ignore relationship, smother all resentment and prejudice, spend not only time, but money, that they may secure the best talent and discipline for the training of our youth.

Of the three hundred and ninety-one scholars in town in April, as reported by the selectmen, the average attendance has been only two hundred and seventy-four, or seventy per cent. There have been one thousand five hundred and twenty instances of dismissal and tardiness in our schools the past year. If we estimate the average loss to each scholar, every time he was tardy or dismissed, to have been one half hour (which is probably a very low estimate), we find that such scholars have suffered in the aggregate an actual loss of nearly twenty-five weeks of school time, or fourteen per cent. of the whole time our schools have been in session; to say nothing of the injury it has inflicted upon our schools as a body. These losses are to be regretted, whether regarded in a pecuniary or intellectual point of view. The town, the last year, has sustained a loss on account of them of more than one third of its school appropriation.

Many parents appear to have the idea that, if they pay their taxes and send their children to school, it is all that is required of them. They shun the school-house and avoid the teacher. Should this be so? The school-house is your property. You have a right to enter. There is free admission. Here are your children, your dearest treasures. Here, too, is your servant, the teacher. Will you avoid, will you neglect them? Will you manifest no interest in the work being performed here, and the manner of its performance? Would you so treat any other servant, any other business? Would you intrust the care of your cattle and horses even to any one, without looking after him and learning how he is discharging his duties? And do you take less interest in your children than in your cattle and horses? It should be borne in mind that, if the maxim is true, "As is the master, so is the school," so it is equally true, "As are the parents, so will be the teacher and the school."

ELBRIDGE G. EMERY,  
*School Committee.*

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### BOSCAWEN.

Our school-houses call for our serious consideration. It must be evident to every passer-by that something is wrong, that there is a want of ability or interest to make them what they should be. Most of them are unfit for the purpose for which they are intended. They furnish a subject for ridicule for the passing stranger, and their unattractiveness and uncomfortableness may have much to do with the reluctance and irregularity with which many of our children attend school. No more than their parents are they pleased and satisfied with unpleasant and uncomfortable accommodations.

Prudential committees, in most of the districts, have

manifested a commendable interest in the schools, and very much aided the superintending committee, by their assistance and advice, in the discharge of his duties. He has met most of them in the school-room during the year, yet there are some delinquents; and all should remember that they have not fully discharged their duties when they have hired a teacher, bought the wood, and furnished a broom.

E. K. WEBSTER, *School Committee.*

I would earnestly recommend the purchase of some large maps. There is nothing more sure to interest children in geography, nothing better calculated to impress indelibly upon their minds the most important lessons, than the examination of large maps. Let a youth be accustomed daily to notice with attention a large map of the United States, with the rivers, lakes, mountains, cities, and principal towns belonging to it, and he will gain a more full and accurate knowledge of the geographical features of his own country than he will simply from the reading of any book. A large dictionary is also needed.

WM. R. JEWETT, *School Com. of Dist. No. 7.*

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### BRADFORD.

At the close of the summer schools, a large part of the school-rooms were neatly trimmed with wreaths and flowers, forming appropriate mottoes, evincing the good taste of teacher and scholars; while the examinations were creditable, and afforded an entertainment agreeable to a few parents and friends who were wise enough to be present.

H. C. FELCH, *School Committee.*

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### CONCORD.

In several instances the Committee have at the commencement of the terms promised rewards or presents to



the best scholars in the schools, as should be determined by the daily record of the teachers, and by the closing examinations. The results of this course have in every instance proved highly satisfactory. The Committee would respectfully recommend to the City Government that appropriations of money be made, from time to time, for the purpose of enabling the Committee to make such presents regularly in all the terms of our common schools. It seems to us that no better investment could be made of a reasonable amount of the public money; that money so invested goes further in arousing the ambition of the scholars, elevating the standard of their scholarship, and inciting them to industry and good behavior, than the same amount used in any other way. If it should appear that there is no law of this State authorizing such an appropriation, then it seems to us that the attention of the Legislature should be immediately called to the propriety of enacting such a law.

L. T. FLINT,

E. T. ROWELL,

A. K. POTTER,

*School Committee.*

We encourage the practice of daily singing, and of calisthenic exercises in the schools; both of which contribute to good order, and to the health and mental vigor of the pupils, besides improving the voice and organs of speech. An old German teacher is said to have made the remark, that "whenever his school began to sing, the Devil always went out doors and began to growl."

A. WM. FISKE,

ABIAL ROLFE,

I. E. KENNEY,

*School Committee, Dist. No. 20.*

During the past term, the teachers of the Grammar Schools have introduced to their several schools short daily exercises in adding columns of figures of considerable

length; the object being to secure to the pupils that facility of adding rapidly and correctly long and difficult combinations of figures, similar to those many of them expect, ere long, to meet in the counting-room. While the daily percentage of correct answers was, at first, such as to demonstrate clearly the importance of the exercise, its subsequent increase has been so highly encouraging as to warrant its continuance, and suggest its adoption by some of the other schools.

The laws of this State contemplate the admission of scholars to our public schools at the age of four years. Experience has led the Board of Education to doubt the expediency of receiving children at so immature an age, and latterly they have not encouraged the admission of any who had not entered upon their sixth year. Indeed, they are not certain that the best interests of education in our district would in any degree be injured by excluding all under six years of age. It is hardly wise to impose upon our primary-school teachers duties especially belonging to parents, or to take any measures that tend to convert our lowest grade of schools into public nurseries. The first six years of a child's life can be most profitably devoted to the acquisition of physical vigor, and to laying foundations of sound health in after-life. And nowhere can this all-important work be so successfully accomplished as at home, and under the fostering care of maternal interest.

A. FOWLER,  
S. C. EASTMAN,  
D. PATTEN,  
J. P. BANCROFT,  
J. V. BARRON,  
J. B. WALKER,  
A. J. PRESCOTT,  
P. B. COGSWELL,  
H. PICKERING,

*Board of Education of Union School District.*

## DUNBARTON.

The evils of a faulty educational training are far-reaching; yet the apostle of educational reforms has not yet got the ear of the people. But what can an American voter be thinking about? Children in republics are kings in small-clothes; they need the same educational care as the Prince of Wales, or Napoleon's son. Every American boy is going to hold great histories or destinies between his thumb and forefinger. In a republic, a citizen-voter is a king with a sceptre. But the common school graduates the citizen. Only a small minority find the higher schools; but the college can never wholly correct the mistakes of the district school. It is the district school must graduate an M. C.; that is, master of citizenship. The great question is, Can it be made to graduate a better?

Our question is, gentlemen, How shall the schools of sparsely settled towns be brought to a higher standard? Plainly, by a reconstruction of districts. Skilled instructors can neither be engaged nor paid in scarcely one of our eleven districts; but a garden needs as much sunshine as a five-acre lot. No. 1, 2, or 9, needs as good instruction as any school in Concord or Boston. Can it be had? Not until the towns have one or a few central schools, and citizens will sustain the labor and expense which would result.

The Normal School is a great want of the State. In present lack of it, town institutes should be held.

G. I. BARD,  
*School Committee.*

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HOOKSETT.

It is very proper for pupils to recite in the language of their text-books, but it is not sufficient for them to do this



without a definite understanding of every word which is employed. The object of teaching is not to impart unintelligible sounds, but ideas.

The word "imaginary," for instance, is a hard word for young pupils; and many of those who are taught to use it do not know the difference between an imaginary line and a fish line. They are taught that the equator is an imaginary line, etc., but they cannot tell whether a ship is or is not liable to be obstructed by it in its passage from north to south latitude.

They are also taught to define the poles of the earth, yet in many instances they get no definite idea of what is meant by the word "poles"; and they would be unable to tell the difference between the north-pole or a liberty-pole or a bean-pole.

Such evils cannot be remedied entirely by even the best of text-books. The work must be done chiefly by teachers. They must see not merely that words are correctly pronounced and accurately remembered, but also that the idea conveyed by every word is clearly understood. To do this they must employ many explanations and illustrations of their own, in addition to those which they find in their text-books. They must also make a free use of dictionaries, charts, and black-boards.

A. BURNHAM,

*School Committee.*

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## HOPKINTON.

Arithmetic has been well taught the past year. A few teachers are able to question without the book, according to the Prussian method, some question on the meaning of words as well as terms; others are closely confined to the book. Remedy: Read treatises and periodicals on methods of teaching, for greater mental expansion.

Geography has been made an interesting and profitable study in some schools; in most it has stood above mediocrity. Classification has added to the interest of this study, by the aid of outline maps. All teachers should learn how to use these. This exercise gives a knowledge of the location of places, enables scholars to pronounce difficult words, strengthens the vocal organs, and sharpens the intellectual powers for active employment. We are surprised that *any* teacher should find no use for maps suspended on the linings of the school-room.

English Grammar has been more thoroughly taught than it was last year. Parsing and a knowledge of the parts of speech have been better taught and more fully understood. Passive verbs have been disappearing in the fog of too much mechanical analysis. This system is a very convenient, labor-saving machine for slothful and indifferent teachers. See "Crane's Logical English Grammar," the originator of this system.

The sounds and powers of the letters of the English alphabet should be taught in every school, and a practical application of them made to words. Suppose the word "man." Give the powers of *m*, *a*, and *n*, then pronounce the word "man." Give the words "angel," "danger," or "manner" the four sounds of *a*. Name a multiplicity of words until well comprehended by the class.

At least three dollars a year should be expended out of the school money, or raised by subscription, for apparatus,—Cornell's three-inch globe, the cone, frustum of a cone, prism, pyramid, cylinder, oblate and prolate spheroid of Holbrook's apparatus; some chart of vocal elements; geographical outline maps; the town, county, State, and United States maps, or any of them, would not come amiss.

DYER H. SANBORN,

*School Committee.*

## NEWBURY.

Irregularity of attendance is a crying evil in many of the districts in town, and robs the money expended upon our schools of at least one-third of its value. Will not those parents who find themselves careless or indifferent, in this regard, heed these suggestions, which are made in all kindness, and in future see to it that their children are seasonably, constantly, and regularly in the school-room?

The progress in some of our schools has been somewhat retarded by the district having secured the services of inexperienced teachers. Prudential committees should remember, in selecting a teacher, that the one who will teach for the least wages does not always prove the cheapest teacher.

D. M. PERKINS,

*School Committee.*

## PEMBROKE.

Agreeably to a vote of the town, each district has been furnished with a new, beautifully colored and complete set of outline maps, corresponding to the series of geographies now in use in our schools, and correct up to the present time; rendering the study of geography much more interesting, pleasant, and easy to the student, while they are also appropriately and highly ornamental to the school-room.

A large, highly furnished, beautifully mounted terrestrial globe has been purchased for the common benefit of the town, by which the mathematical lines and problems of geography, and the astronomical theories connected with its study, can only be plainly and correctly presented to the pupil. As is generally understood, this globe has (as was made our duty) been exhibited to each of the schools in



session this winter, with such explanations and suggestions as the limited time and ability of your Committee would afford.

JOHN M. KIMBALL,  
*School Committee.*

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### SALISBURY.

The act of the town regulating the use of text-books for five years having expired, the Committee, after considerable deliberation, has thought it necessary to change only the reader and geography, which has been done in most of the schools, upon the best terms attainable. And this change has not been without very appreciable advantage to the scholars. The readers have been in use five years, and, although a very good book, the lessons have become familiar to the pupils, and, consequently, the exercise of reading more or less irksome; but placing before them new subjects and new forms has stimulated them to greater effort by making the exercise more interesting; and my own observation, together with the testimony of the teachers, confirms me in the opinion that the change has been highly advantageous to the schools.

G. H. TOWLE,  
*School Committee.*

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### WEBSTER.

Some of our new school-houses need still further improvements. The grounds about them need grading; flowers and shrub-trees should be planted, making the place not only comfortable, but attractive. Adequate means of ventilation should be provided; doors and windows are always unsafe for this purpose, and are a frequent cause of colds,

coughs, and consumption. A "passage" from the school-room into an air-tight attic is no ventilation at all. Every school-house should be provided with an opening through the roof, or in the gable, in order that the vitiated and poisoned air may escape. If health is a consideration of any importance, the matter of proper ventilation cannot with safety be neglected.

The school-room should be well furnished. Globes, charts, outline maps, books of reference, blocks for the demonstration of mathematacal problems, &c., are aids that no district can afford to dispense with. No. 8 has provided these things for its convenient and beautiful school-room; and, could others see the advantage that has resulted, they would doubtless "go and do likewise."

C. A. STONE,  
*School Committee.*

## HILLSBOROUGH COUNTY.

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### ANTRIM.

The union of districts numbered 1 and 13 has thus far proved more valuable to the interests of all concerned than the most sanguine friends of the movement anticipated. The district has had money enough to be able to have long schools and employ the best of teachers through the year, and the prosperity of the schools has been unexampled. A new life and enthusiasm has been inspired into both citizens and scholars, and the term "most inanimate of all our schools" cannot again be applied to this district. It is to be hoped that the time will soon come when other important changes may be made. The most desirable change, it seems to me, is the union of districts numbered 2 and 12. If this could be done and have three terms of school, one commencing about the middle of May, one about August 20, and one about the middle of November,—have the small scholars attend the summer and fall terms, and be excluded from the winter term,—an advantage of great value, in my humble opinion, would accrue to these districts.

D. H. GOODELL,

*School Committee.*



## BEDFORD.

The practice of breaking-in raw recruits in our schools for the benefit of other towns is a poor policy. We can well afford to have some patience with the inexperience of one whom we may hope to retain in our schools, if the first term does not quite come up to our standard. Let us, then, as far as possible, employ those teachers in our town, and pay them so liberally that they will not feel compelled to seek employment elsewhere.

WILLIAM W. WILKINS,  
*School Committee.*

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## DEERING.

Prudential committees, finding it difficult to secure the services of well-educated, experienced teachers, of known capacity to govern properly, to instruct their pupils, and awaken in them a thirst for the hidden treasures of science, have accepted the offers of those lacking, in several instances, nearly all the elements necessary for success. Though teaching should be regarded as a profession, with one exception the highest and noblest of all professions, still it is not so considered, and there appears to be a peculiar desire pervading the minds of many young persons to engage therein; and, strange as it may appear, application is sometimes made for certificates by those who would fail in doing the examples in simple division, or in parsing a simple sentence. It is the height of absurdity to suppose that a person only acquainted with the first four rules is a proper instructor for the pupil who has learned only three of them; but lack of book-knowledge has not been the most glaring fault in our winter schools.

BENJ. L. BARTLETT,  
*School Committee.*

## FRANCESTOWN.

The proper classification of scholars in a school is a very important item; but in this town, and in the out-districts especially, so many and so different text-books are brought into school that it is almost impossible to get a class of any considerable size. Two or three classes are often found where there should be but one. This diversity of school-books is chiefly owing to families moving in from other towns, where other books are used; and for a large family having an outfit of school-books to be compelled to exchange throughout, brings a heavy tax upon the parents.

While we think the schools in this town will compare favorably with those of other towns in this vicinity, we would earnestly bespeak larger appropriations. The amount of money in many districts is too small, and the schools lamentably short. We do not ask for money to run the school the "year round," but every district where there are scholars to attend should have three months' school in summer, and three in winter; we ask for no more.

GEO. F. PETTEE,  
*School Committee.*

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## HANCOCK.

We think fully one fourth of the value of some of the schools is lost through tardiness and irregular attendance. This is an evil for which parents alone are responsible, and we pronounce it an unmitigated shame and a disgrace. In order to reach the difficulty, it would be well for the people to meet and talk the matter over, and, after coming to an understanding in regard to it, adopt some sort of by-laws for its suppression.

We come now to the evil of small schools. The only practical remedy that we can think of is union. Two or

three districts might unite, thereby affording the means of nearly doubling the length of the schools, beside much improving their character. We have thought of this; but, taking distance and cross-roads into consideration, this plan is open to more objections than that of uniting all the districts in one, at the centre, without securing half the advantages; and hence we are inclined to favor the more radical idea of a grand union of all the schools at the centre. This scheme, if adopted, would afford the means of supporting a first-class school the year round, and place a thorough education within the reach of every poor boy and girl in town.

C. A. WHITAKER,  
*School Committee.*

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### HILLSBOROUGH.

Many of the obstacles heretofore in the way of good schools have disappeared; but some still remain, the most formidable of which are tardiness and undue amount of dismissals. Now, these two obstacles can be removed by the parents, and by them alone. Let the parents see to it that their children are at the school-house at nine in the morning, and that they remain there till four in the afternoon. Do not allow the hours of study to be broken in upon, in the future, as they have been in the past, if you would have your children educated. Let them do the chores and run of errands early in the morning and after school at night; but do not take from your children any portion of the six hours set apart for mental improvement.

There should be mural maps, a globe, and a large dictionary in every school-room in town. Now, let the parents and children in each district, where these indispensable articles are yet wanting, raise funds, by contribution or



otherwise, sufficient to purchase them. More attention should be paid to keeping our school-houses healthy, comfortable, and attractive.

BROOKS K. WEBBER,  
*School Committee.*

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### HOLLIS.

We have been pleased to notice in many of our schools, not only a marked improvement in their studies, but also in their deportment and regularity in attendance. We have encouraged this tendency by having the teachers read, on examination day, a synopsis of their report; reading the names of those who have not been absent or tardy during the term, except in case of sickness,—the names of those who have had no imperfect lessons, of those who have not whispered, of those whom it has not been necessary to reprimand.

J. D. HILLS,  
H. W. WILLOUGHBY,  
*School Committee.*

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### HUDSON.

We would recommend to teachers that they make their calling a subject of thought and study; that they avail themselves of the experience of our best teachers; visit model schools in our neighboring towns and cities, that they may gather new ideas upon the best modes of teaching and governing. We would call their attention to our County Teachers' Association, recently formed in Manchester, and recommend their attendance. Lectures are given by experienced teachers upon the various subjects of school instruction and discipline.

The opinion is sometimes advanced that a poorer teacher will do for small children. This is a grave error. Poorer teaching will do less harm with older and more advanced pupils. It has been said that the impressions made upon the mind of a child the first five or six years of his age do more to form his character than all after-ones.

The increasing shortness of our schools is a lamentable fact. The length of the terms have varied from three and a half to twelve weeks. Those of twelve weeks include both summer and winter terms. The whole number of weeks enjoyed by each district during the year varies from six to twenty-one. How much real progress can be made in a term of five or six weeks? It takes nearly as many weeks for the scholars to become deeply interested in their studies, and fully profit by the instruction of their teacher.

DANIEL GAGE,  
*School Committee.*

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## MANCHESTER.

The prize system might be taken out of our system of common-school education, and yet leave the principle of emulation in every way in which the most ambitious parent would desire it. The acquisition of a medal or a prize does not depend so much upon the absolute attainments of a pupil as upon the chance of there being no one in advance of the successful competitor. It does not always presume upon merit in a pupil; a lack of it in others will be equally to his advantage. Hence the medal may be awarded, not necessarily because there is any great amount of ability in a school, but because one does not lack as much as the others.

In awarding the prizes for improvement in writing in the schools of this city for the past year, the writing-books sent

us from some schools showed no signs of improvement. Indeed, it was a question with myself, as well as with others, whether the prize should not be awarded to the one who had *retrograded* the least.

There may be schools where every pupil deserves a prize, and others where not a single pupil deserves any sort of prize; but, according to the system, the leading pupil of each one is to have the honor.

Another forcible objection to this system appears when we regard it as a motive to study. It is limited at the outset to a very small fraction of those to whom the competition is open; hence its benefits or its influence is limited to this small number. To the remainder of the so-called competitors, it must be a positive discouragement rather than a spur to effort. Being a fictitious and arbitrary influence to study, and being surrounded by circumstances which render even that influence narrow and partial, it cannot but be hostile to the natural motives which may come equally near to all. If the medal system is relied upon to encourage study, these natural motives must be left in the background, and the motive employed is left chiefly to the brightest, who need it least; while the dull ones, who need the most encouragement, are left to plod on by themselves. If it is said that "wise teachers make little reference to the motives which the medal furnishes," the reply is,—depending upon the same premises for judgment,—wiser ones make still less, and the wisest none at all.

But I leave this part of the question, to discuss the ranking system, which is intimately connected with the foregoing. This includes the check and credit system, and altogether is a question so broad that I hardly know how to approach it. I do not wish to have the Board, or any one interested in our schools, accept my views on this subject; and, lest what I might say might be misinterpreted by those who think I am too strongly prejudiced against the system, I will



quote from others, that the question may be discussed somewhat independently.

I will, however, state that my chief objection to the system is, that scholarship and deportment are combined in making up the average.

There must be some system of marking, but let it be such that the *means* will not appear of more consequence than the *ends*.

As regards recitations, it seems to me that what is clearly in the minds of pupils, previous to reciting, need not be dwelt upon, but that the difficult points should be taken up and made clear. This certainly cannot be done, if, every time a scholar fails, another is to supersede him, as pupils will have more regard to rank than to the subject under consideration. The practice of requiring pupils to report themselves, I think must be injurious in its tendency, as it is too much of a temptation to deception: if deception is not practised, faithful pupils will obtain a low rank, while the unscrupulous will carry away the honors.

I leave the subject, confident that you will agree that almost any plan is preferable to that of continually giving checks and credits, or changing pupils' seats whenever questions are not correctly answered.

JOSEPH G. EDGERLY,

*Superintendent of Schools.*

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### MASON.

As education with us is progressive, every year presents some new feature in our common-school system. Text-books of a higher tone of morality, and better adapted to develop first principles and allure the young, are from time to time introduced by live publishers. So rapidly and suc-

cessfully have these been multiplied, that many of the sciences, only a few years since so intricate and mystified as to be confined within the walls of our academies and colleges, have been so simplified that little children comprehend them with surprising quickness. It should be, therefore, the special care of superintending school committees, and friends of education generally, to see that our common schools are supplied with the best of modern improved text-books, so that we fall not behind other communities, nor fail to realize the best possible results to ourselves of this elastic age. Indeed, we sometimes reason that the mental stimulus excited by a new author and a new book, as variety in the hands of our children, might well compensate for frequent outlay of money in that direction. In some of our text-books we think a change should be made oftener than has been the custom in this town in the past ten years.

M. C. DODGE,

J. C. MASON,

E. J. EMERY,

*School Committee.*

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### MERRIMACK.

One of the greatest impediments to the advancement of our children at school is the too frequent and unnecessary change of teachers. No sooner than one has become acquainted with the condition and capacities of their scholars, and could keep them continually advancing, than another is employed, and the same ground is gone over again. And teachers have not those incentive motives to exert themselves they would have if they were to have charge of the school during the year or longer; and there would be fewer applications from those incompetent to instruct. Give to competent teachers all the assistance and

encouragement we can bestow, and retain them as long as we can, and the complexion and condition of our schools would soon give evidence that a change of teachers too frequent is a damage to the mental, and also to the moral, advancement of our children.

J. L. SPALDING,

*School Committee.*

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### MILFORD.

The successful management of a school is not an easy task. It cannot be done except by the exercise of sound discretion and by earnest effort. It requires of a teacher skill, foresight, and system. No teacher can or ought to expect success who conducts a school by hap-hazard. There must be a plan by which to work, and the business of the school should be conducted according to it. Recitations should not be allowed to drag, nor should one be permitted to run into the time of another, but, so far as is practicable, everything should be done at its appointed time.

There is need of some expenditure of money in every district for the purchase of maps, globes, and books of reference for the use of teachers and scholars. Our schools are almost destitute of these necessary aids to instruction.

Except in the first district, there are but few maps to be found, and these are nearly useless, being mostly maps of the United States which have become obsolete by the changes necessitated by the rapid growth and extension of the country. Except also in the first district, there are but two globes in all our schools; but one unabridged dictionary, three clocks, no thermometers, and no apparatus of any kind. All of these articles are needed in the school-room, and ought to be found there; but the map, the globe, and the dictionary should never be wanting. They can be ob-



tained at comparatively small cost ; but, where the district cannot afford the outlay necessary for the purchase of all at once, it may be accomplished gradually by the purchase of one thing at a time. In this way the school-room can, in no very great length of time, be properly furnished.

C. S. AVERILL,

*School Committee.*

### NEW IPSWICH.

*Neglect of the Rudiments.*—There is a great fault here, especially in relation to the rudiments of the English language. This is more noticeable in the summer term, in cases where the teacher has been mainly educated in town, without the benefit of institute or normal school. Pure sounds of letters, spirit and proper tones of the voice, emphasis, rising and falling inflections, force and softness of expression, and the pauses, are subjects too much neglected. Spelling and writing have not the prominence they demand. These primary studies are the incipient elements of a good education.

This neglect has been creeping in for years. If the candidates for teachers have not been taught them in the primary schools, they will seldom be taught them in the academy, where it is taken for granted that the student is familiar with them. And this may be the reason of neglect when they come into the school-room,—not that they are untrustworthy ; they *teach* as they have been *taught*.—The Normal School would ultimately remedy this evil.

WILLIAM D. LOCKE,

*School Committee.*

## PELHAM.

A very common deficiency among our teachers is the want of liberal knowledge. A teacher needs a breadth of information that will take him beyond the mere routine of the text-books, and out of the beaten track in which he was taught. A teacher that can merely go through the exercises of school by rote, or like a drill-master on the parade-ground, though he may make the school very proficient in this, is, after all, poorly prepared to instruct.

AUGUSTUS BERRY,  
*School Committee.*

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## PETERBOROUGH.

The village schools during the winter were very large. There were not seats enough to accommodate all the scholars. If these schools should continue to increase in size, it will become necessary either to have another school during the winter, or make some change in the present rooms. The schools in districts 4, 7, 8, 10, and 11 were small; and your Committee would recommend some change, if possible, in some of the districts, either by uniting two districts, or re-districting the town in such a manner as to have less districts with larger schools. At the present time it necessarily takes too large a proportion of the school money to maintain those schools with from two to eight scholars.

The writing of compositions has been almost entirely excluded from our schools. We think that this, together with declamations, should be an exercise in every school.

E. M. SMITH,  
EUGENE LEWIS,  
*School Committee.*

## WILTON.

What is most needed is the hearty support of teachers. Let us elevate "keeping school" into *teaching*, and thus make this noble work a profession. Then we shall see the importance of having Normal Schools in New-Hampshire, nor longer leave to other States the instruction of our teachers. We are improving slowly, but improvement drives us. *Let us drive improvement.*

WILLIAM B. BUXTON,  
*School Committee.*



## CHESHIRE COUNTY.

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### CHESTERFIELD.

It is an evil to be lamented that so many of our scholars feel that their time of going to school is up when they are fourteen or fifteen years old. Going out at so early a period, with only a little education, they are unfitted, in the best sense, to perform the duties of respectable and useful citizens.

Neglect of the spelling-book your Committee has noticed in some schools. Some classes feel it below their honor to recite lessons in a book that they had learned their A B C's in. And some teachers have yielded to these conceited whims, and let their classes slide along in half ignorance of the punctuation, abbreviation, sounds of the letters, etc. This matter needs reform in some schools.

Penmanship, too, is looked upon in some schools, and by some teachers, as a trouble to be got rid of. "Can't stop to write," think they, "so many other studies to attend to." What a sorry figure is a person in New England that can hardly write his or her name decently! And there are many such.

J. HALL,

*School Committee.*

## DUBLIN.

We question, too, the profitableness of going through so many serial books on the same subject. It involves much waste of time, and not a little confusion of ideas. Instead of pursuing the same branch of study in three or four different forms of statement, it would be better to devote more time to reading and spelling, to object-lessons, — a method of imparting instruction which we should like to see more frequently adopted, particularly in teaching the younger pupils, — to the science of common things, to natural history, to the study of language.

We are of the opinion that our schools would be materially improved by employing male teachers in most of them for the winter terms. We are willing and desirous that our female teachers should have all the praise they deserve, which is a great deal; but to keep them in the larger of our winter schools, term after term, will, in ninety-nine cases out of a hundred, prove detrimental to the interests of the districts. Shorter schools even, with good male teachers, will prove to be a public benefit. We contend that this is so, not so much because males prove to be superior instructors, but because they are generally better disciplinarians.

GEO. M. RICE,

A. J. FOSDICK,

*School Committee.*

## FITZWILLIAM.

The Committee heartily disapprove of the practice of closing schools early Wednesday afternoon. It is far less objectionable in cities where schools are in session nearly the whole year; but in our country schools, which have but

two short terms in the year, it is highly injurious to their efficiency to have the regular order of exercises so frequently interrupted. There should be at least five full days of uninterrupted study, recitation, and drill.

GEO. W. CUTTING,

IRA BAILEY,

*School Committee.*

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### HINSDALE.

The question is frequently asked, "What constitutes a school week?" "How many days each week is a teacher required to be present in the school-room?" In our own town, a portion of the teachers keep school five days each week, and no more. Others keep six days every other week, or twenty-two days in a month. There is no law, so far as we know, upon this point, and custom must determine, when no particular number of days is stipulated in the contract between the prudential committee and the teacher. If the teacher can show that any particular number of days has generally been considered a school week in the district for a series of terms (as for example, five days), we doubt if a greater number of days could be insisted upon, in the absence of a special agreement between teacher and committee. Probably in this State, if there was no previous agreement or established custom in a district, the prudential committee might insist upon twenty-two days each month, unless some rule or regulation of the superintending committee intervened. (Chap. 81, Sec. 15, Gen. Statutes, p. 170.)

WM. S. LEONARD,

*School Committee.*



## JAFFREY.

In the opinion of your Committee, there is in all of our districts great need of school furniture and apparatus for illustrating the branches taught. The walls of almost all our school-rooms are destitute of maps. No district in town is the possessor of a terrestrial globe, while some of our school-rooms are destitute even of a decent blackboard. For this last deficiency there can be no excuse; it is a case of shameful negligence on the part of the districts or the prudential committees. A set of outline maps hung upon the walls of each of our school-rooms would repay a thousand fold the small outlay it would require to place them there. The scholar, besides studying them with profit, would, by having them constantly before his eyes, obtain such an impression of the shape, relative size and position of the different countries and states as would never be effaced from his mind. A terrestrial globe costing a few dollars would give the young student in geography a better idea of the rotundity and motion of the earth than he could obtain from studying his text-book for years.

F. W. BAILEY,

*School Committee.*

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KEENE.

Horace Mann went abroad to visit foreign schools, for the purpose of gathering ideas for home use. It seems to us that he has suggested no more practical and useful improvement than that of teaching drawing in all the schools. He devotes several pages to this topic. He says a child will learn to draw and write almost as soon as to write alone; because, by doing what he likes to do, rather than making unmeaning marks, he sooner acquires a certain skill of

hand, which practice alone gives. He visited countries where almost every pupil could draw with ease and rapidity. He says: "Drawing is itself a beautiful language. A few strokes of the pencil will often represent to the eye what no amount of words can do. It gives one a new sense; and although one may never use the art, yet he has become a more careful, correct, and appreciative observer, not only of art, but of nature." Another year our schools will be smaller, and our teachers have more leisure; and, if drawing is such a pleasure, it may be well to relieve "the eternal round of ciphering" by frequent practice in drawing, either on the board or on the slate, for which "slate drawings" are especially designed.

GEORGE A. WHEELOCK.

GEORGE TILDEN,

W. N. CLARKE,

SAMUEL WOODWARD,

EDWARD JOSLIN,

CLARK F. ROWELL,

AUGUSTUS T. WILDER,

IRA F. PROUTY,

*Board of Education of Union District.*

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## MARLBOROUGH.

All of our schools have been taught throughout the year by females, and we think it will generally be conceded that they succeed as well in the instruction and management of the schools as males. None but very able female teachers should, however, be employed to take charge of our large winter schools.

It is no unusual thing, when we visit schools, to observe questions passed over only imperfectly answered. Such

answers may be equivalent to no answer at all. The scholar should be required to give the answer as it is in the book, or in language that contains the same idea. If a child is allowed to fall into a careless, indifferent, slipshod, or slovenly method of expression, the habit may adhere to him through life, marring his appearance, and impairing his usefulness.

H. P. OSGOOD,

*School Committee.*

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### NELSON.

If there are parents who are conscious that their children are not so fluent readers as they ought to be, they would do well to consider that the intellect, to secure a vigorous growth, needs aliment as well as the body. Were they to invest a small sum annually in furnishing their children with publications adapted to their age, they would find it to yield a rich return in learning them to read, as well as affording them interesting information. How long would it take a child to become a good reader, if all his reading was confined to the school-room? To become accomplished in any branch of study, he must have "line upon line, precept upon precept"; and the parent who leaves the education of his offspring solely to others, and does not furnish the means for instruction at home, will find that, though he may be a pecuniary gainer himself, his children are the losers.

HENRY M. CHAPIN,

*School Committee.*



## RINDGE.

The "Town School Association," that was revived last autumn, rightly managed, may be of much benefit to our schools. Several interesting lectures were delivered before it last winter. The several schools, also, where the Association was held, with credit to themselves, participated in the exercises. A greater benefit may be obtained from these gatherings, if the exercises shall have more of the every-day school exercises. Let the pupils from several districts unite in reading, parsing, reciting in geography or history, or in some other previously assigned lesson. Let some educational subject be discussed by the parents and others. Let the teachers present some practical ideas upon the manner of teaching, etc. Such exercises, with occasional lectures, will benefit parents, teachers, and pupils by awakening the mind, and in an increase of knowledge.

HENRY CHANDLER,

*School Committee.*

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## SWANZEY.

If we would have better schools, we must use the proper means to improve them. Our great want now is, more live, well-qualified teachers. The inquiries for such are many, and the demand for them increases. When we can afford to pay such teachers for their services, we shall find more of them in the field, and then we can have them at the market price. For the present price of teaching, there are but few who are encouraged to prepare for the business, and still fewer who can afford to follow it.

G. I. CUTLER,

*School Committee.*

## TROY.

Now, in closing this report, your Committee would say that they are decidedly of the opinion that such exhibitions as are sometimes held at the close of a school are detrimental to true progress, in common-school education, by turning away the minds of the scholars from their appropriate studies, as no such exhibitions can be made without much preparation. Instead of such, we would recommend a trial of scholarship in such studies as have been pursued in the school, such as reading, spelling, &c., accompanied with suitable premiums: and once a year, let all the schools come together in the town hall for such a trial during a whole day; and we think this would excite a new and commendable interest in all our schools.

LEONARD FARRAR,

DANIEL GOODHUE,

J. S. HERRICK,

*School Committee.*

## SULLIVAN COUNTY.

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### CLAREMONT.

The above statement exhibits the very striking inequality which exists in our public schools, the cost of teaching our children, and the amount of instruction afforded them. The preference, in nearly every view of the case, falls upon the larger schools. The superintendent is convinced that really commendable progress in study is almost unknown in the smallest schools of the town. He can but believe that the good of the town, as well in the economical expenditure of school money as the instruction of our children, requires that the districts be so re-arranged as that twenty scholars may be the least number ever taught in one school.

ARTHUR CHASE,

*Superintendent of Schools.*

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### LANGDON.

Teachers often instruct in the higher branches because parents are desirous that their children should study them. It is not unfrequently the case that such desire, founded upon erroneous judgment respecting the child's real attainments, is the source of irreparable injury to the scholar. Parents sometimes send to the teacher a request that their children be placed in a more advanced class than qualifications will warrant. To say that such interferences are generally ill-judged and mischievous, is but making a statement the truth of which must be apparent to every one.

GEORGE DAVIS,

*School Committee.*



## NEWPORT.

We have said something in regard to the merits of those employed as teachers in our schools the past year. And we might have said more of the merits of individual teachers who have done themselves credit by their ability and faithfulness. But there is no limit to improvement yet reached. Good teachers can be made better, excellent teachers will improve, give them an opportunity. With such means of improvement as are furnished to teachers in other States, many of our present teachers, and most of their successors, might increase their qualifications indefinitely. Our teachers are not less gifted by nature than the best. But their acquirements fall behind the demands of the day through defect of special training.

School-teaching has assumed a professional character to a considerable extent, and is tending more and more in that direction. Candidates for the profession of school-teaching should therefore enjoy professional training, as well adapted to their calling, as the clergyman, the physician, or the lawyer, has furnished him in his department of life previous to his assuming practical responsibilities. Normal School is the technical name given to institutions for the training of candidates for school-teaching. We regret to say, that New-Hampshire has no institution of the kind. The State needs a Normal School, and should provide herself one or more, at the least possible delay, for the advantage of those aspiring to fill worthily the position of teachers in this day of true progress. Other States are in advance of this in their provisions for common-school education. We hope this may not be said longer. The next Legislature will be called to act in regard to the speedy establishment of a State Normal School. The project should be entertained by our representatives, and doubtless will be at the proper time and place.

FOSTER HENRY,

*School Committee.*

## UNITY.

It will be observed, that all the schools which were in operation the past year were kept by female teachers. Whatever may have been the motives of the prudential committees in selecting this class of teachers for our schools, the policy, doubtless, was a wise one. For I believe it is now generally conceded that female teachers are the best adapted to instruct children. Their success generally, throughout the town, is also a proof of the wisdom of the policy.

JOHN PAUL,  
*School Committee.*

## GRAFTON COUNTY.

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### BETHLEHEM.

We have observed a disposition among parents to allow their children, after arriving at the age of fourteen or fifteen years, to leave the district school; and they are sent away to school of a higher grade upon the presumption that they are not deriving any advantages by remaining longer under the instruction of the teacher at home. I think it tends to keep down the standard of our common schools by withholding from them the patronage and fostering care which they deserve, and which, if properly exercised, would make them all we desire.

D. P. GORDON,

*School Committee.*

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### CAMPTON.

It is my impression that the instruction given in reading has not been as good, proportionately, as that given in other branches; and, if more attention should be given to arithmetic as an art, and none the less to it as a science, it would be better; and, if there should be some exercises for the older scholars in which they would be required to write, not from a copy, but either their own thoughts or from memory, it would tend to improve their spelling.



It is a fact coming to be more generally recognized, that a good school is worth all it costs, but a poor school is worse than no school at all; and the important inquiry with committees is not "How much does he ask?" but "Is he competent? Will he teach a good school?" Teachers would do well to note this feature in public sentiment, and seek higher attainments,—aim to become model teachers.

QUINCY BLAKELY,  
*School Committee.*

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### DANBURY.

It has been my aim to draw the attention of the scholars to that which is useful, rather than to that which is ornamental,—to encourage and influence them to govern themselves; to cultivate good habits and manners; to be polite and kind to each other; to respect their parents; to take care of their books; to pronounce their words distinctly and correctly; to take pains with their handwriting, their reading, their spelling, and their preparation for every recitation, so that they may become fitted in the highest degree for the serious business of life.

JOHN LE BOSQUET,  
*School Committee.*

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### DORCHESTER.

Some of our best teachers have taught but five days in a week. Whilst your Committee would oppose any change in our system injurious to the schools, he is of the opinion that five days' close application to study in a week is

enough, and better than six. The young mind, like the body, needs rest, and should not be overtaxed. Five days constitute a week in Massachusetts, in our high schools, and many of our public schools. But teachers should not be allowed to counteract the intended benefit by keeping Saturdays to shorten their term of service. I would suggest the propriety of having a school-week defined by statute.

ASAHEL BLODGETT,  
*School Committee.*

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### HANOVER.

It has been the object of the superintending committee, for several years past, to promote uniformity of books in the schools; to awaken attention to correct reading and spelling; to press the pupils onward in their studies, and to proceed with such thoroughness that much time in reviewing will not be necessary. Hence those more advanced are prepared to take up higher branches of education. We have now in our schools between seventy and eighty who are attending to such branches as Algebra, Geometry, Natural Philosophy, History, Book-keeping, &c.; and we want, therefore, well-educated teachers, especially in our winter schools.

BEZALÉEL SMITH,  
*School Committee.*

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### HAVERHILL.

I am again under the necessity of complaining of the very imperfect manner in which many of the school registers have been kept. I am not disposed to find very much

fault; but when teachers will report the whole number of different scholars between the ages of four and sixteen years, who have attended school not less than two weeks, as one hundred, and from that figure up an average attendance of almost two hundred, I must say that they use an arithmetic I do not understand. Such carelessness is not excusable under any circumstances, and teachers committing such gross blunders have no title whatever to be ever called upon to keep another register.

G. F. PUTNAM,

*School Committee.*

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#### LANDAFF.

First in importance, as a means of permanent and lasting benefit, we regard some system of well-devised and thoroughly applied uniformity in regard to text-books. One of the greatest evils which we have found is the great number of different text-books on the same subject. In some schools is found a class in Adam's Arithmetic, another in Greenleaf's Common School, and another in Greenleaf's National; making three classes, requiring at least from one hour to an hour and a half for recitation, when all three might and should have been in one class, with one text-book, and one systematic and thorough recitation. Usually, in addition to these are found two or three classes in mental arithmetic. Grammars from almost every author on that subject in the New England States, New York, and Philadelphia are found in our schools. We found also three or four different text-books in geography, consuming, of course, a corresponding amount of time unnecessarily for recitation. In spelling-books we found the Progressive, Town's, and Webster's books. A general complaint among the teachers was, "We have so many recita-



tions, we can't get through them all and give each the time they deserve." Under the circumstances we naturally inquire, Cannot something be done to remedy this evil? It is made the duty of the superintending school committee to designate what books shall be used in town, to the exclusion of all others, and, when they are so designated and introduced, they shall not be again changed until they have been used for three years; but yet I have not felt that I should be justified, relying wholly on my own judgment, in compelling an exchange of books, so that all the schools might be properly classed, without some instructions to that effect from the town. I venture to suggest that, for the ensuing year, instead of one superintending school committee, you choose a committee of three, with instructions to decide upon and adopt such books as will, in their opinion, best promote the welfare and efficiency of our schools; and the books so adopted shall be the text-books to be used in all the schools, to the exclusion of all others. This has been done in some of the neighboring towns, with, I think, very satisfactory results.

J. E. HALL,

*School Committee.*

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### LEBANON.

In conclusion, we would make a single suggestion to teachers as to the mode of conducting recitations. Give your time and your attention wholly to the recitation. Allow no scholar, outside of the class, to come to you with any request; answer no questions; attend to no raised hand. We have seen recitations too often conducted somewhat in this way: The class being in position, the teacher puts a question. Just then a scholar comes up with some request, to which the teacher attends. In the mean time the scholar has answered, but the teacher does not know

whether correctly or not. The question must be repeated, or the answer left in doubt. And so on through the recitation. We have seen as many as a dozen such interruptions during a single recitation. Now, it is impossible for a class to receive any benefit under such circumstances. Attend to one thing at a time. Hold the time of recitation sacred to its one purpose, and require the whole school to so hold it.

CHARLES A. DOWNS,  
*School Committee.*

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### LISBON.

All the schools in town coming under our charge the past year have been kept by female teachers. Female teachers, when they can govern a school, generally prove as profitable, and more so than males; but, should there be a school composed of scholars of such an age and number as to render it of doubtful policy to employ females on account of government, no risk should be run.

Nothing can be more pernicious than the practice of constantly changing teachers. No pecuniary consideration should induce you to part with the services of a faithful and laborious teacher who has gained the confidence and affection of her pupils, and is successful in imparting knowledge to them, for she cannot be easily replaced.

S. H. CUMMINGS,  
*School Committee.*

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### LYME.

By conversing with the prudential committee and others, while visiting in the several districts in the discharge of

my official duties, I hear this general complaint; viz., We don't have money enough to prolong our schools as long as we ought, or as we used to years ago; consequently we are deprived of much schooling that we really need. It is true that our school terms in many of the districts are too short. It is also notoriously true that the short terms we now have are but little more than half patronized.

F. B. PALMER,  
*School Committee.*

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### PIERMONT.

With the present number of school districts our schools are expensive. We support a teacher for ten or fifteen scholars, and it has been as low as three. A teacher might, with equal profit to scholars, have three or four of some of our schools put together.

We have observed with much pleasure the good, moral tone in most of our schools. The sounds of profanity have been infrequent, and in this respect the schools are a rebuke to some fathers. We are glad to speak with favor of the increasing politeness among the scholars; and the efforts of teachers to promote this may well have our sympathies and thanks. Still further, we notice — what is a good lesson to many out of school — that, among the large boys, we have seen no tobacco chewing or smoking. We *have* seen such things in a school. May their mouths always be clean, and their breath be pure!

A. L. MARDEN,  
*School Committee.*



## COÖS COUNTY.

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### COLEBROOK.

I now come to a very important item in every school-district's history ; that of choosing a prudential committee. Many of you complain of teachers, of the high price of board, of poor wood, and of mismanagement generally. Who is in fault, — you or the committee ? You, of course. So long as the people of this and the adjoining towns persist in making their overseers of men with whom they would not entrust the keeping of five dollars of their own money, and to whose foresight they would hardly confide the building of a hedge-hog fence, so long may they expect the district's money to be illy appropriated, and injudiciously expended. It is not manly at all, after putting into office some poor tool, some careless, indifferent, knowing nothing sort of a man, to complain of the school, and vow that never again will you vote to raise another dollar more than the law compels. The fault is your own, and the remedy is also yours. Seek out your best men, the ones most interested in schools, literature, and good government everywhere ; those who have strongly at heart the welfare of the rising generation, and most earnestly desire and labor to see it occupying a more elevated plane of action. Find good, responsible, intelligent, honest men ; get such as these for committees, and your causes for complaint will all have disappeared.

CHESTER B. JORDAN,  
*School Committee.*

## STEWARTSTOWN.

I know of but one district in town in which the action taken by the parents speaks that they realize that the success of their school depends upon them; and, were you to visit this school, you would find the majority of the scholars farther advanced than those of the same age and of the same mental capacity in other districts. And it is not because they have any longer schools, or employ better teachers, but it is owing to the *home influence*.

JAMES W. FLANDERS,  
*School Committee.*

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## STRATFORD.

I see by the registers that our schools are much troubled with tardiness. Five or ten minutes is but a short time, but it makes a great difference in the school-room. The entrance of scholars after school commences, breaks in upon the recitations and takes the attention of those present from their books. It is an injury not only to the tardy ones, but to the whole school.

GEO. M. JOHNSON,  
*School Committee.*

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## WHITEFIELD.

Geography, grammar, and penmanship are universally neglected in our schools; and there is no remedy for this, unless parents take it in hand, and see that their scholars are supplied with the necessary text-books, and not leave it to the pupil to decide what studies he will pursue, as they usually have a dislike for these most neglected branches.

We think, if we could get in the way of having public examinations, that it would add more to the interest and worth of schools than an additional two hundred dollars of school money. We know from experience, and think every teacher will say the same, that, where scholars know they are to be examined before their parents, they take a greater interest, and do nearly a third more work, than in schools where parents never go.

L. J. MINER,

*School Committee.*





